

ELMWOOD JUNIOR SCHOOL




Curious Creative Compassionate

Anti-Bullying Policy

Issue 9

Approved by:	Curriculum Committee	Date: 28.04.2021
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Signed on behalf of curriculum committee:		Date: 28.04.2021
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Next review:	36 months
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Signed on behalf of FGB:		Date: 28.04.2021
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Elmwood Junior School Anti-Bullying Policy

The policy is one of a series in the school's integrated safeguarding portfolio designed to safeguard children and to promote their welfare. It applies to all staff, governors and volunteers working in the school. The policy is the outcome of consultation between all members of the school community (pupils, staff, Governors and parents) through questionnaires and meetings and is revised annually.

1. School Aims

At Elmwood our school mission statement is

'Learning together, achieving together bringing out the best in everyone.'

In order for the school to achieve its aims, it needs to;

- maintain a positive safe and happy learning environment in which pupils can develop self-confidence, self-discipline, caring relationships, initiative and a sense of responsibility
- promote inclusion, mutual respect, self-esteem and self worth in order to meet the physical, emotional and mental health needs of all members of the school community
- raise standards of behaviour and levels of achievement of all

As a "listening and telling" school we are committed to the creation of a positive and safe learning environment for all. Everyone's rights will be respected and support given so that everyone can fulfil their potential. We believe it is important that all issues of bullying are openly addressed and resolved in order that pupils may fully benefit from the opportunities available in the school. Pupils who are being bullied are unlikely to concentrate fully on their schoolwork and may stop attending school. Bullying makes people unhappy and leads to low self-esteem. We wish to build the self-esteem of all pupils, especially the victims of bullying and the bullies themselves. Bullying, in any form, will not be tolerated at our school and any report will be taken seriously, investigated thoroughly and acted upon. This policy outlines the actions that will be taken to prevent and deal with incidents of bullying, recognising that it can occur between pupils, staff and pupils or between staff, particularly where there is an imbalance of power.

This policy should be read in conjunction with the school's Rights Respecting Policy: Article 3: (best interests of the child). The best interests of the child must be a top priority in all decisions and actions that affect children.

2. What is Bullying?

All pupils have regular opportunities to discuss what bullying means. It is important that everyone knows how to define bullying and how it differs from other conflict situations which arise in school.

The school community has agreed that:

"Bullying is repeated behaviour, by one or more individuals, which targets and causes hurt to someone else on purpose."

It is not Bullying when

- **People have an argument or one-off fight**
- **Friends are nasty to each other**
- **There is only one incident**

3. What types of bullying are there?

Bullying can be:

- **Physical-** unprovoked assaults such as prodding, pushing, inappropriate touching, restricting movement, hitting, kicking, spitting, stealing, damaging or hiding belongings
- **Verbal-** name calling, insults, threatening language, offensive remarks including graffiti, innuendo, teasing, taunting, bragging and ridicule
- **Non-Verbal-** staring, dirty looks, gesturing, body language, invasion of personal space, silence, spitting, stalking
- **Provocative-** Inciting others to behave in a threatening, racist, sexist, homophobic way
- **Social-** ignoring someone, spreading rumours, exclusion from discussions and activities, gossiping, peer pressure to conform, using difference as a dividing factor
- **Via technology-** cyber bullying, this is a method rather than a type but with the growth in technology increasing it is often difficult for adults to detect—see e-safety policy

Bullying can target members of different groups and can be related to:

- Race, religion or culture
- Special Educational Needs
- Disability
- Health conditions
- Sexual orientation
- Home circumstances
- Sex/Gender identity
- Homophobia

4. What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Doesn't want to go on public transport
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)

- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Money or other possessions are continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber-message is received
- Gives improbable excuses for their behaviour

5. What should we do about bullying?

Every child at Elmwood has the right to be safe (article 19) and the right to be heard (article 12). At Elmwood we will actively 'listen' to the concerns of all pupils. In order to do this, we will all share a responsibility to deal with bullying. We will actively encourage all pupils to 'tell' an adult if they are a victim of bullying or if they are a witness to bullying incidents. As a 'listening' school we teach pupils:

STOP

**Several Times on Purpose
Start Telling Other People**

At Elmwood we try to prevent bullying by:

- Promoting a "Rights Respecting" culture that teaches that bullying behaviour is unacceptable and empowers everybody to speak out
- Creating a positive learning environment where individuals feel valued and are listened to.
- Treating all with respect
- Monitoring areas of concern e.g., lunchtimes, toilets, playground to reduce opportunities for bullying to happen
- Making playground improvements (play equipment, training of lunchtime supervisors, playground buddies, structured play activities with adult supervision)
- Taking part in the annual 'National Anti-Bullying Week', discussing relevant issues and how we can solve these as a school community
- Ensuring a common and consistent approach when dealing with issues of bullying
- Displaying posters around school to remind pupils of what behaviours are accepted at Elmwood.

- Addressing Bullying within PSHE, Circle time and Restorative sessions
- Inviting visiting speakers and discussing Bullying in school assemblies
- Monitoring specific pupils
- Peer Support e.g., playground buddies, Circle of Friends
- Supporting and training staff to promote positive relationships, a sense of community and to identify and deal with incidents of bullying appropriately
- Involving parents
- Surveying pupils
- Encouraging pupils to tell if they feel unhappy (ELSA, Worry Boxes in class, Playground Buddies)
- Discussing, reviewing, monitoring and updating our policy annually

6. Action to be taken when bullying occurs

The procedure adopted when a concern about bullying is reported is outlined in the “Response to the report of bullying” document (Appendix 1)

An incident of bullying will be dealt with by listening to all parties involved.

Consequences and sanctions for the perpetrator will be applied using a “Restorative approach”

The restorative approach is the basis of both our behaviour and anti-bullying policies. We believe that it is essential that bullies understand the effect their behaviour has on other people so that they can begin to change.

Restorative conferences are used as an effective strategy to give everyone who has been affected, the opportunity to speak openly and honestly about any incident by:

- Finding out what has happened
- Finding out who has been affected and making sure the bully understands how those involved feel
- Enabling those who have done harm to put things right and make amends

The restorative approach offers:

- A balanced focus on the child who bullied, the child who was bullied and other affected community members
- A voice for everyone to share their stories and to be actively involved in rebuilding relationships.
- A chance for the child who bullied to put things right again and start the healing process
- An emphasis on rebuilding relationships

How might this be done in a bullying situation?

- The child who bullied and the child who was bullied are invited, first separately and then together, to discuss what has happened
- The child who was bullied is given a voice in the process
- The child who bullied is encouraged to listen
- They see if they agree on a way to make things right

This is beneficial for the child that has been bullied because:

- They have a chance to be heard and say how bullying has affected them
- They can have a say in how the issues are resolved
- It prevents further instances of bullying
- It develops an understanding of why people bully
- It prevents bullying recurring

This is beneficial for the child that bullies because:

- They can see clearly what they have done
- They can hear how their behaviour caused harm to others
- They learn to empathise
- They are given the opportunity to make things right
- It leads to greater self awareness and an understanding of how their actions affect a wide range of people
- It removes their barriers to learning

Benefits for schools:

- Decreased bullying and other conflicts, exclusions and suspensions
- Increased skill-building in the areas of relationships, for example negotiation, problem-solving, and conflict resolution
- If bystanders are included, they can see the effect their “non-action” has had on the situation
- It helps to build a school community that is safer and more caring

Following the restorative conference, consequences and sanctions for the perpetrator will be applied as appropriate. The ongoing needs of all parties will be addressed and support given if necessary. The situation will be monitored to ensure that bullying does not resume.

At Elmwood we will deal with issues of bullying by taking the following steps:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- The matter will be referred to a senior member of staff who will investigate
- A Deputy/Assistant Head Teacher will interview all concerned to get a clear picture of what happened
- Class teachers and other members of staff will be kept informed where necessary.
- After written evidence has been collected, it will be decided how the matter will be dealt with
- Parents of all parties will usually be informed
- The wishes of the victim and their parents/guardians will be taken into account
- Restorative conferences will be held where necessary
- Sanctions in accordance with the school Behaviour Policy will be used

All incidents will be logged and monitored by the Deputy/Assistant Head Teachers. This information will be reported to Governors.

Monitoring, Evaluation and Review

At Elmwood we are anxious to eliminate bullying. We recognise that many children, in spite of advice to the contrary, fail to report bullying incidents. In order to address this, we will take the following steps:

- Monitor and evaluate our policy annually
- Recognise that it may be difficult for victims to speak out and therefore consider ways that will make this easier for them e.g., worry boxes, Dot Com journals
- Recognise that anyone can be a bully or victim and that bullying can take many forms.
- Train staff on the identification, prevention and response to bullying. At the start of a new school year procedures for dealing with a bullying incident will be discussed at staff meetings and new members of staff will be given a copy of the policy
- We recognise that the Head Teacher and Governing Body have a statutory responsibility for school behaviour and discipline but that all members of the school community accept collective responsibility for the successful implementation of this policy

- Encourage all pupils, whether they are victims or bystanders, to report all incidents of bullying and to speak out if they observe bullying behaviour
- Respond to pupil, staff or parental concerns seriously and support the agreed procedures.
- Monitor different types of bullying
- Survey pupils, staff and parents on the effectiveness of our policy

Data Protection

Elmwood Junior School will collect and process all personal data and sensitive personal data in accordance with the legal obligations as set out in the General Data Protection Regulations 2018. Please see the school's GDPR Data Protection Policy for further information.

Updated: January 2021

Review date: January 2022

Appendix 1

Response to the report of bullying

Report received in school

All staff should be aware of the signs that bullying might be going on. Teachers should check worry boxes and support staff should look out for bullying behaviours on the playground. In the first instance, the class teacher should speak to the victim to find out what is going on.

Initial investigation by class teacher

The class teacher will investigate, speaking to the injured party, gathering information and taking written accounts. If bullying is suspected, the incident should be passed on to a senior member of staff before speaking to the perpetrator.

Senior staff involvement

A Deputy/Assistant Head Teacher will speak to all parties and a decision will be made as to whether the concern will be followed up as a bullying incident or whether alternative action is appropriate.

Action - A Restorative Approach will be used

If a bullying incident is identified, a restorative conference will be held which will determine any consequences or sanctions for the perpetrator, support strategies for the victim and identify any further action.

Follow up actions

The senior member of staff dealing with the incident should:

- Ensure that any actions decided at the conference are carried out
- Inform all necessary staff of the outcome of the conference
- Keep parents informed of the outcome of the incident and how it was dealt with
- Record the incident on "Elmwood Junior School Bullying Incident" form Appendix 3

- Ensure that support is put in place as necessary e.g., Circle Time, ELSA ,Circle of Friends, Play Therapy
- Monitor the situation in the classroom and on the playground

Appendix 2

In Anti - Bullying Week pupils discuss bullying and these are some of their comments.
All these things could be a type of verbal bullying if they are done repeatedly or on purpose

. Bullying behaviours include:

- Using unkind words, blackmail, threatening, being bossy, spreading secrets
- Continuously hurting someone's feelings with your words which has a negative effect on the person
- Using rude words to offend someone on purpose; even one word can have a big effect on the victim. Think, because once you've said it you can't take it back
- Saying unkind words more than once on purpose, hurting people's feelings, teasing, gossiping, whispering behind people's back, ignoring someone, calling names, threatening
- Using horrible words to make someone else feel miserable
- Whispering, jealousy, lies, teasing and bad language
- Saying something once, or constantly, that can hurt others' feelings
- Saying bad things repeatedly like swearing, saying things behind people's backs, racism, making fun of people, spreading false rumours
- Deliberately hurting others either physically or by what they say or by what they do, time after time, especially when people are unable to defend themselves
- Calling others names, especially when the names are racist, homophobic, based on culture, appearance, sex, gender identity, religion or any form of disability
- Threatening that they will hurt others
- Trying to take people's possessions or money by force
- Demanding that others give them money or possessions
- Encouraging others to do things they know they should not do
- Hurting others physically
- Spoiling, damaging, taking or throwing away other people's belongings
- Leaving people out of play, groups or conversations deliberately and frequently
- Exaggerating incidents, tales or spreading rumors particularly when meaning harm to the person
- Acting maliciously towards others openly or by stealth
- Making offensive remarks
- Making others feel isolated
- Refusing to sit next to a person or make clear their dislike for somebody and encourage others to act in a similar way
- Talking about someone to others so that the victim knows they are being talked about but is not included in the conversation
- Ganging up together and pick on one person
- Not treating others with respect
- Making others unhappy or damage their self esteem
- Making fun of somebody who doesn't find it funny
- Being bossy
- Saying who you can play with who

- Spreading secrets
- Making fun of people who aren't finding it funny

Why do some children bullies?

- They want to be 'in' with the cool gang
- It feels like fun-they don't realize how much it hurts
- They dislike or are jealous of someone
- It makes them feel powerful or respected
- It gets them what they want (sweets, money)
- They are bullied themselves and are taking out their hurt and anger on someone who won't fight back
- They are having problems in their life that are making them feel bad

Views on common questions:

Is it bullying if it's done once or does it have to be continuous?

- Continuous: because that has a greater effect
- Continuously: because it is more likely to be on purpose

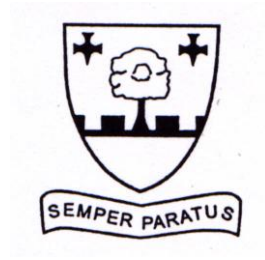
Is it bullying if it's done accidentally or does it have to be on purpose?

- Can't be accidental – if you DID something accidentally, you would say sorry the first time
- Can be accidental – might not realise you've upset someone
- Once could be accidental, more than once isn't; just being thoughtless
- Could be accidental if they don't know what bullying is so school must make sure people know what it is
- Could depend on who you're talking to or doing things to; a friend might find it funny but someone else could be upset by it. Think before you speak or do something

Appendix 3

Elmwood Junior School Bullying Incident

*To be completed by the investigating adult
after having investigated the incident.*



Sheet of

Name of child	
Date and time	
Person completing form	
Who involved	

Brief description of the incident
Actions and outcome
Type of bullying Please attach any written statements

Appendix 4

Several

Start

Times

Telling

On

Other

Purpose

People



Appendix 5

Useful Links and Resources

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline – advice and stories from children who have survived bullying

0800 1111 www.childline.org.uk/

Bullying on line

www.bullying.co.uk

Parent line Plus – advice and links for parents www.parentlineplus.org.uk

08088002222

“Preventing and tackling bullying” Dfe Advice for Head Teachers and school staff July 2017

Contains useful information and contacts

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen.

www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Guide to Restorative Approaches-“Restorative Justice: Transforming Society” by Arthur Lockhart & Lynn Zammit
www.inclusion.com

The Nation Centre for Restorative Justice in Education <http://www.transformingconflict.org>

Childnet A non-profit organization working in partnership with others around the world to help make the internet a great and safe place for children www.childnet.com

Social Network Checklists: Free guides produced by the UK Safer Internet Centre that contain detailed instructions and information on privacy and account settings on Facebook, Twitter, Snapchat and Instagram
www.saferinternet.org.uk/checklists

Safety Tools on Social Networks and Other Online Services Information and advice on the safety tools, age requirements and terms and conditions for a variety of online services popular with young people.
www.saferinternet.org.uk/safety-tools