



## Anti-Bullying Policy

### Introduction

We are committed to providing a safe, supportive environment for all our children. Bullying of any kind is unacceptable and will not be tolerated in our school. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. We take all incidents of bullying seriously. At Four Lanes, we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy.

### What is Bullying?

Four Lanes Community Junior School takes any incidents of bullying very seriously, with prompt action being a priority. We define bullying by the acronym **S.T.O.P.**

### Several Times On Purpose

We agree with the government definition of bullying which is:

**“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally... there is a power imbalance that makes it hard for the victim to defend themselves”**

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened. This may or may not be intended. Bullying is about power and victims feel powerless to stop it.

### Bullying can take many forms:

- Physical - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence
- Direct Verbal - name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual - unwanted physical contact or sexually abusive or sexist comments
- Material
- Cyber - setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Written
- Emotional - being unfriendly, excluding, tormenting, ridicule, humiliation
- A combination of the above if there is an imbalance of power

Any of these may be in the context of discrimination relating to race, faith, appearance, gender, sexual orientation (including homophobia and transphobia), family context, SEN, or disability; in fact any perceived 'difference'.

All children and adults have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. Bullying is believed to be one of the main contributing factors in cases of poor or non-attendance by pupils.

At our school the Anti-Bullying policy should be read in conjunction with the School Behaviour Policy, Race Equality Policy, Safeguarding Policy and Child Protection Policy.

## **What does not constitute bullying?**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Bullying is if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank and to develop social skills to repair relationships.

## **Aims**

1. To ensure that all people (children and adults) in the school community are able to work in a safe and secure environment free from humiliation, harassment, oppression and abuse
2. To ensure all children are healthy, stay safe, enjoy and achieve their full potential, make a positive contribution and achieve economic wellbeing
3. To clarify for all members of the school community that bullying is not acceptable
4. To ensure that all pupils, parents, staff, governors and others are aware of this policy and know that all bullying will be viewed seriously and dealt with appropriately
5. To promote Spiritual, Moral, Social and Cultural Education
6. To prepare for life in modern Britain and prevent children getting drawn in to criminal activity

## **Where and to whom the policy applies**

This policy applies to all children, staff, parents, governors and partner agencies working in the school. It applies not only when on the school premises but also outside of school eg. Cyber-bullying. In school preventative measures are put in place with consistent use of our school values by all members of school staff. Playground activities and procedures are adhered to and school staff encourage co-operative behaviour and friendship, reward good behaviour and sanction unacceptable behaviour.

## **Curriculum Content**

Content of PSHE programme, SEAL, UN Conventions of the Rights of the Child, Fundamental British values, Every Child Matters, Computing curriculum (Cyber bullying).

## **Staff support and training**

- Induction –this policy is on the school resource pool for staff to readily access. All staff are expected to know and adhere to it
- Knowledge of the above curriculum, CPD
- It is the responsibility of all staff to follow the behaviour policy and to adhere to the anti-bullying procedures set out below.
- There are two Emotional Literacy Support Assistants in school who can support children with emotional and social difficulties in school
- All staff receive training annually in line with our safeguarding and child protection policies

## **Assessment, monitoring, evaluation and reviewing**

The quality of teaching and learning will be monitored by pupil conferencing, feedback from School Council, PSHEE assessments and general behaviour and conduct of children around the school. Planning is also monitored and reviewed after each unit is taught and year teams evaluate the outcomes. ELSA programmes are evaluated in a range of ways dependent on the type of intervention undertaken eg. pupil surveys, profiling systems and discussions with parents, pupils and school staff.

## **What data and information is gathered and analysed to inform anti-bullying practice?**

Each class has a Behaviour Box. Incidents, inside or outside of the classroom, are recorded and the boxes are analysed. Analysis of surveys and questionnaires is also undertaken to inform future practice.

## **How are parents involved?**

We have an open door policy where pupils and parents can discuss any concerns or worries with the class teacher in the first instance. If issues continue then parents are invited to speak to the Year Leader or another member of the Senior Leadership Team. If a member of staff suspect cases of bullying they will follow the procedures as defined in this policy. Parents will always be informed in serious cases. (Please see below for full procedures)

SEN drop-in sessions are available for parents to discuss any areas of concern regarding their child. These sessions are run by the Inclusion Manager who provides advice, support and links to outside agencies where appropriate.

We also seek parents' views through parent surveys, informal feedback and formal discussions.

## **How are the pastoral needs of children met?**

All staff are responsible for ensuring children's needs are met both educationally and personally. Circle time is a specified timetabled session when children are able to discuss a range of issues affecting them within the safe, secure classroom environment. Our highly skilled Learning Support Team provide one-to-one support if and when a child may need this and our trained ELSAs provide more specialised programmes for identified children.

Children are also involved in school and class councils and pupil surveys/conferencing about bullying. We listen carefully to pupils' opinions, ideas and concerns and encourage a culture where children feel empowered to listen, discuss and address issues and worries in a caring and supportive environment.

## **School Responsibilities**

Our staff will:

- Promote an understanding of bullying through the ethos of the school/PSHE/Assemblies
- Promote fundamental British values of tolerance, respect, individual liberty, rules and democracy
- Treat all incidents of bullying seriously
- Respond to incidents of bullying in a calm and consistent manner
- Encourage children to talk to adults about bullying
- Support and guide children who are being bullied or who are bullying others
- Encourage dialogue between parents and staff regarding incidents of bullying
- Keep all parents concerned informed of developments
- Ensure that all adults in the school understand the policy and procedures to deal with bullying
- Monitor the incidence of bullying
- Keep a record of all incidents in the class Behaviour Box

## **Children who bully**

- Can lack confidence and have low self-esteem
- Can be affected by changes in their home or personal circumstances which can result in a sense of insecurity
- Often do not recognise the needs and rights of the victimised individuals
- Can demonstrate assertive, aggressive attitudes over which they may exercise little control
- Tend to lack guilt and may rationalise that the victim somehow deserves the treatment

## **Victims**

- May suffer loss of confidence and feel a sense of shame or guilt
- May feel threatened, lack self esteem and find it hard to make close friends
- May suffer a lowering of academic performance and a deterioration of behaviour at home and/or school
- May not want to attend school
- Can be badly affected by the behaviour of others and often feel powerless to counteract this



new to the class or school or have different appearance, speech or background (ethnic or socio-economic) to the majority

## Anti-Bullying Procedures

### Guidance on dealing with bullying behaviour

#### IF YOU THINK YOU ARE BEING BULLIED

Tell a grown up or someone that you trust:

- Parents or family
- Headteacher or teacher
- Any adult in school
- Any friend
- Keep telling someone until things get better and don't give up or feel guilty

#### IF BULLYING IS REPORTED TO...

##### a) Pupil

- Tell an adult (see above)
- Do not approach the bully
- Let the adults in school deal with it
- It is a good idea to get the agreement of the victim first

##### b) Adults in school

Take the report seriously and investigate fully, taking the following actions as quickly as possible:

- Inform the victim's Class Teacher, the Year Team Leader or DHT/HT
- Reassure the victim
- Ascertain the circumstances through discussion with the victim and make a note of it
- With agreement, talk to the victim's friends and/or other witnesses
- If it is deemed an isolated incident or a friendship issue, follow the Behaviour Policy
- If it is deemed to be bullying (STOP) ensure that the incident is reported verbally to the headteacher
- A written record will then be completed and passed to the Headteacher. (Bullying and Racist Incident Form in Teachers' resource pool)
- Work alongside the victim's and the bullying child's teacher and the Team Leader to deal with the conflict by talking to both sides individually and then together
- Agree a course of action with both parties and monitor it. This will include use of mediation, other restorative programme or procedures and support for the victim; appropriate sanctions and support to change behaviour of the bully; responsibilities of different members of the school staff; follow up to monitor the effectiveness of the action taken. It may also be appropriate to consider the responsibilities of those who have witnessed the bullying

##### c) Class teachers

- Ensure that the incident has been reported to Leadership Team and recorded
- If you deal with the incident proceed as above (b)
- Maintain overview of incidents relating to any alleged victim or bullying child in your class
- If incidents occur regularly report to headteacher

##### Team Leaders

- Support staff in investigating and establishing the nature of alleged bullying incidents
- Follow Behaviour Policy where appropriate, applying agreed sanctions as deemed necessary
- Refer any clear cases of bullying to the Head or Deputy
- Record and report alleged incidents of bullying to the HT/DHT

### Taking it further

All major incidents will be reported to the headteacher who will arrange dialogue with parents. This applies to both victims and bullies. Police or/and other external agencies may also be informed if the issues cannot be resolved and bullying persists.

Further information is available at: <http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying/bullying-professionals.htm>

# Several Times On Purpose

**Do you think you are being bullied, is someone being unkind to you, especially more than once?**

**If so, you should tell a grown up or someone you trust:**

- **Parents or family**
- **Headteacher or teacher**
- **An adult in school**
- **A friend**
- **Keep telling someone until things get better and don't give up or feel guilty**

# Several Times On Purpose

**Have you seen someone being bullied, or has someone told you that they are being bullied?**

**If so, you should:**

- **Tell an adult (see above) and try to get the agreement of the victim**
- **Don't approach the bully yourself**
- **Let an adult deal with it**