



Jeavons Wood Primary School

Jeavons Wood Anti-Bullying Policy

Governors, staff, pupils and parents at Jeavons Wood School are absolutely opposed to bullying. Bullying is never right and is always taken seriously.

Aims of this Policy

- To safeguard all pupils
- To define what we mean by 'bullying'.
- To make clear to everyone within the school community that no form of bullying is acceptable.
- To encourage everyone, including pupils, to report all incidents of bullying.
- To ensure that a clearly understood set of procedures is followed if bullying is identified.
- To identify how we support children who have been bullied.
- To identify how we sanction and support children who are bullying.
- To identify whole school strategies for the prevention of bullying.

Definition: What is Bullying?

We define bullying as a **persistent, deliberate attempt to hurt or humiliate another person**, whether it be a child or an adult. There are various types and definitions of bullying, but most have five things (which we call the 'Five Ps') in common:

1. **PREMEDITATION** - it is deliberately hurtful behaviour.

2. **PERSISTENCE** - it is repeated over time.
3. **PERSONAL** - it is deliberately directed towards a specific person or group of people.
4. **PAIN** - it causes physical or psychological pain to the person who is being bullied.
5. **POWER** - there is an imbalance of power, which makes it hard for those being bullied to defend themselves. This power that the bully exerts over his/her victim is crucial to the bully's success but this is not always recognisable to others.

Bullying may take various forms, including:

Physical

- kicking or hitting
- prodding, pushing or spitting
- other physical assault
- interference with personal property

Psychological

- taunts
- shunning/ostracism
- name-calling/verbal abuse
- innuendo/'looks'
- spreading of rumours
- threats or extortion
- unpleasant texts/e-mails/letters

A definition for younger children may be:

'A bully is someone who wants to make another person feel hurt, frightened or sad over and over again. A bully might try to make you too scared to tell a grown up about what he or she is doing.'

PLEASE NOTE: One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of bullying.

Procedures for investigating and reporting bullying behaviour

Stage 1

If bullying has been reported to or is suspected by a member of staff, they should:

- Identify whether the behaviour is 'bullying' or is an isolated incident. In doing this the member of staff must:
 - i. remain calm and do not appear to 'take sides';
 - ii. take the incident or report seriously, making time to listen to all involved;
 - iii. consider the 'Five Ps' in making their judgement.
- If it is clear that this is an isolated incident, the member of staff should take action or apply sanctions identified in the 'Positive Behaviour Policy' - this will depend on the severity of the incident.
- If it is unclear, the member of staff should consult the Headteacher/Deputy Head/Senior Leader or Inclusion & Family Support Worker for advice.
- If it is clear that bullying is taking place, they must report this immediately to the Headteacher or one of the Senior Teachers who will proceed to Stage 2.

Stage 2

If bullying has been identified, a number of strategies will be considered but, as long as the safety of all pupils is not compromised, the following will be ensured:

- Parents of both the victim and the pupil displaying bullying behaviour will be contacted by the Headteacher and will be encouraged to work in partnership with the school to deal with the behaviour.
- A record of the bullying will be kept in the 'Incidents of Bullying File' under the names of both the victim and the pupil displaying bullying behaviour.
- All staff will be made aware of the bullying. There will be an agreed 'sign' in the staffroom used to indicate if bullying is suspected or has taken place. Under this sign the names of pupils involved are written and it is the responsibility of each member of staff to make themselves aware of the details by speaking to the Headteacher.
- Conciliation between those involved will be worked towards with an agreed behaviour contract drawn up.
- Sanctions will be put into place according to the positive behaviour policy - these will be directed at the behaviour not the pupil.
- The situation will be monitored and reviewed regularly.

Supporting a child who has been bullied

It is important that pupils at the school recognise inappropriate behaviour from others and know what to do if they feel anxious or bullied. It is essential that:

- The victims of bullying are never made to feel inadequate or foolish;
- Where the self-esteem of a victim is fragile, measures are put into place to help them develop confidence and self-respect. In some circumstances, outside agencies may be approached to offer expert advice or counselling;

- Victims of bullying are not 'over' protected and are taught how to deal with potentially bullying behaviour.
- Specific actions for protection are shared with parents and throughout the school.
- A safe place is created for worried/concerned children.
- All staff are fully informed and undertake a protective role for the victims.

Sanctions and support for a child who is bullying

Sanctions for bullying behaviour must be clear, fair and be seen to happen. These sanctions will vary depending on the severity of the bullying incident but may range from losing playground privileges to receiving a temporary exclusion, or in the event of repeated behaviour such greater sanction as may be available to the school.

We understand that children who bully others may have underlying problems that need to be addressed. Time will be spent with these children to try to establish what has led to their behaviour and there will be support to help them avoid repeating the behaviour. In some circumstances, outside agencies may be approached to offer expert advice or counselling.

Working with parents

We believe that communication and co-operation with parents is paramount in dealing effectively with bullying incidents. Unless there is a valid reason for not informing parents of such an incident, they will be involved from the moment it has been reached Stage 2. A copy of the full Anti-Bullying Policy will be put on the school's website. We also aim:

- to encourage parents to contact the school if they are aware of, or suspect bullying;
- to advise and encourage parents to respond to bullying incidents calmly, in a non-aggressive manner;
- to ask parents to support the school in carrying out sanctions and if further action needs to take place;
- to provide information on where parents might receive outside help from support agencies.

Whole school strategies for the prevention of bullying

The Rights of Pupils

The rights of pupils are shared and understood and children are given regular opportunities to explore their right to be safe and happy in the school environment. Class rules are established at the beginning of every year as are playground rules and expectations.

Support for the Emotional Wellbeing of Pupils

The Emotional Wellbeing of all is a key priority for all and is a foundation for our positive school ethos. Clear support channels must open to all pupils and they must know how to access these.

The Curriculum and Assemblies

The curriculum offers an ideal vehicle for conveying to pupils the school's attitude to bullying. Our PSHE programme overtly tackles the issues and a range of activities help to give children the confidence to "speak out" against bullying. Drama and role play are a very powerful ways of exploring the issues while themes for assemblies serve to reinforce the message.

The School Environment

Positive behaviour messages regarding the right of all to kindness and respect should be evident throughout the school. All staff are aware of the 'hidden' or unsupervised areas in and outside of the school where bullying might take place.

Agreed by governors Jan 2019

To be reviewed Jan 2021