



ALMOND HILL JUNIOR SCHOOL  
GOVERNING BODY

ANTI BULLYING POLICY

FULL GOVERNING BODY	September 2022
DATE FOR REVIEW	September 2023

# ALMOND HILL ANTI BULLYING POLICY

## A definition of bullying:

Bullying; the expression of a **power relationship** where there is the use of **aggression** over a period of time, with the **intention of repeatedly hurting** another person. Bullying results in **pain and distress to the victim**.

Bullying can be:

**Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

**Physical:** pushing, kicking, hitting, punching or any use of violence

**Racist:** racial taunts, graffiti, gestures

**Sexual:** unwanted physical contact or sexually abusive comments

**Homophobic:** because of, or focussing on the issue of sexuality

**Verbal:** name-calling, sarcasm, spreading rumours, teasing

**Cyber:** all areas of internet, such as email and internet chat room misuse, mobile threats by messaging and calls, misuse of associated technology, i.e. camera & video facilities

## Peer on peer abuse

'Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.' *Keeping Children Safe in Education 2018*.

The school will never tolerate/dismiss comments as 'banter' or 'part of growing up'.

If two pupils have an occasional disagreement or quarrel this is not bullying. In short, it is the continued repeated intention to hurt, frighten or intimidate another person.

## Rationale for this policy:

At Almond Hill Junior School, we believe in addressing bullying because:

- bullying makes pupils unhappy;
- bullying affects, the learning of the victim;
- bullying can lead to school absence;
- if unchecked, it can affect the standards of social behaviour in the whole school community;
- taking action against bullying demonstrates that we care.

## Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

*This policy should be read along with the school Behaviour Policy.*

## **Encouraging Friendship**

There is an expectation to include everyone if they wish to play. In all lessons children use 'learning partners' to support their learning; these change regularly providing children to learn alongside different children and recognise and respect their views.

The school has active 'School Government' who discuss issues related to bullying if they arise. Issues are also discussed in weekly class assemblies.

Playground games and activities are available for children during the lunchtime break, supervised by the support staff and led by play leaders which is a role undertaken by children in the year group. These activities are designed to promote a healthy lifestyle, encouraging teamwork and participation, skills that discourage the concept of bullying.

The school Pastoral Teaching Assistants host a daily Friendship Room. Any child can access this room if they have a worry or concern they want to talk about with an adult.

Every teacher has a 'Worry Box' in their class where children can post any concern. These are checked daily by class teachers so any issues identified can be addressed.

PSHCE lessons are sometimes based on the themes of bullying and anti-social behaviour, providing a problem-solving approach and exploring how bullying can be prevented and combated.

The school supports promotions such as national 'Anti Bullying Week'.

## **Special Educational Needs or Disabilities**

Some pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as others. Staff are particularly aware of these pupils and where appropriate a named adult or buddy is appointed to monitor play times or classroom activities.

## **Dealing with Bullying**

### **Procedures for responding to alleged/witnessed bullying incident in school.**

Where children, parents or members of staff believe that bullying occurs, this will be investigated subject to referral to the Bullying checklist (Appendix 1). It is essential that anyone making an allegation of bullying be clear on the definition of bullying and have evidence to support this.

All complaints or observed incidents of behaviour that fall within the definition of bullying in paragraph 1 will be recorded on the school CPOMs system and will then be investigated, findings and follow up will be recorded on CPOMs too.

Where bullying behaviour is established and agreed by the Headteacher:

The Head Teacher will analyse the number of type of any bullying incidents and feedback to the Governing Body the number of incidents termly.

Appropriate consequences will be applied consistent with the school Behaviour Policy and measures put in place to prevent re-occurrence of the bullying behaviour.

Parents of children involved in the incident may be informed of the incident and the outcome.

Where school staff are unable to resolve the incident to the satisfaction of the parents the matter will be referred to the Chair of Governors for review and adjudication.

### **Pupils who have been bullied**

Pupils who have been bullied may be supported by:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- pastoral support

### **Pupils who have bullied**

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents /carers and working with them to help change the attitude of the pupil
- applying the school behaviour policy.

### **Roles and responsibilities**

#### **Teacher's Role**

Teachers at Almond Hill Junior School take all forms of bullying seriously and intervene to prevent incidents from taking place. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. If teachers witness or become aware of bullying, a clear account of the first identified incident will be recorded on CPOMs and shared with senior staff. The Head teacher or Senior Teacher will investigate.

#### **Headteacher's responsibility**

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The Head Teacher will keep a record of all reported bullying incidents.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Head Teacher draws the attention of children to this fact at suitable moments. For example, a focused assembly during anti-bullying week or if an incident occurs.

The Head Teacher ensures that all staff receive training as appropriate, to be equipped to deal with all incidents of bullying.

The Head teacher promotes the school ethos of mutual respect and promotes a school environment where children feel they are important and belong to a friendly and welcoming school.

## **Lunchtime and playtime supervision**

If an incident of inappropriate behaviour occurs at lunchtime, then the member of staff will refer this to the relevant class teacher. This will be recorded on the school CPOMs system by the class teacher or support staff in agreement with each other.

If any lunchtime staff witness a pattern of what they believe to be bullying, then they will refer this to the Head teacher.

## **Parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

## **Governing Body**

The Governing Body has overall responsibility for ensuring that effective measures are in place for dealing with and eliminating bullying behaviour. The Governing Body will review and adjudicate upon complaints of bullying unresolved to the satisfaction of parents.

**Disciplinary Steps.** This policy links with the school Behaviour Policy.

## **Monitoring**

- Any incidents of bullying are recorded and reported to the Governing Body in the Head's Report to governors each term.
- All incidents of bullying are recorded on the school's CPOMs system.
- The Governing Body will review the school's policy on an annual basis and assist the school in communicating the policy to all interested parties
- This policy should be read in conjunction with the on line safety and behaviour policy.

**Appendix A**

Making a judgement of bullying incident -was bullying (all 3 amber warnings confirmed)

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- Involves an imbalance of power: target feels s/he cannot defend her/himself, or 2 perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling etc.)

**Incident was not bullying on this occasion because it was**

- The first hurtful incident between these children
- Falling out between friends after a quarrel, disagreement or misunderstanding, conflict that got out of hand (should not happen again)
- The child has been not been hurt
- Activities that all parties have consented to and enjoyed (check for subtle coercion) got out of hand
- Parental concern
- Other

**There is currently insufficient evidence to confirm bullying but there is enough evidence of inappropriate conduct on the part of aggressor to warrant monitoring because:**

It was difficult to determine the number hurtful incident between these children

Reciprocal game between friends with little clarity as to the initial perpetrator

Repeated falling out between friends after a quarrel, disagreement or misunderstanding

Conflict that got out of hand (should not happen again)

Other .....

**Resolution process agreed:**

**Support and/or sanction for those causing hurt or offence**

**Name..... Role..... Date.....**

## Appendix 2

When confirmation of bullying- Focus of Bullying/Hurtful Behaviour Please highlight all elements which apply in your understanding of the incident(s) and record specific language:

**Definitely applies** **Possibly applies**

Age/ Maturity Appearance Size/weight Class/Socio-economic Family circumstance (e.g. caring role)  
Ethnicity/Race Religion/Belief Gender Transphobia/Gender identity Homophobia/sexuality Sexualised SEN  
and Disability Ability/application

### Perception of individual:

feelings of being bullied/harassed Isolation/ignoring , Teasing,, General expressions of prejudice/stereotype Racist literature, graffiti or insignia, Verbal abuse or name calling (specify below) , Targeted graffiti or hurtful note writing , Threats including threatened physical assault, Mobile phone/text message bullying/harassment, Internet related bullying/harassment, Camera phone bullying/harassment , Actual physical assault

Other:

*Verbal abuse:*

### 2. Those involved – please also highlight where appropriate:

Adults as targets or perpetrators

Perpetrators from outside the school community

Children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

**Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)**

**Person/s giving offence (including ethnicity)**

### **Appendix 3**

#### **HELP ORGANISATIONS:**

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

Kidscape website: [www.kidscape.org.uk](http://www.kidscape.org.uk)

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