

'Learning for a fuller life…'

ANTI-BULLYING POLICY

As a Church of England school, we see it as our duty to give children and members of the school community the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

Formally adopted by the Governing Board/ Trust of:-	Taverham Junior School
Agreed at Governors:-	11/11/24
Chair of Governors/Trustees:-	Matt Lambert
Next Review:-	November 26

Statement of Intent

Taverham VC CE Junior School believes that all pupils have a right to learn in caring, friendly, safe and supportive environment. Bullying of any kind is unacceptable in our school, and we expect the whole school community, including children, staff, governors, parents and carers, to model appropriate behaviour towards each other. We are a TELLING school, which means that we encourage anyone who experiences or sees bullying to TELL a member of staff.

The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

What Is Bullying?

There is no formal definition of bullying, but the school have adopted the definition from the Anti Bullying Alliance as follows:
Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals
(taken from the ANTI-BULLYING ALLIANCE)

See https://www.gov.uk/bullying-at-school/bullying-a-definition for further definition

It is almost always not bullying when it is a one-off incident, including falling out with a friend.

Bullying is generally characterised by:

- Repetition – incidents are not one-off
- Intent – the perpetrator means to cause harm; it is not accidental
- Targeting – bullying is generally targeted at a specific individual or group
- Power imbalance – bullying is generally based on unequal power relations

Key Principles of this policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All incidents of bullying are dealt with swiftly and effectively with a consistent approach
- Everyone will know who to report bullying to, and will feel safe in the knowledge that they will be taken seriously and helped with the problem facing them
- All staff are aware of signs of bullying and are vigilant of this in all aspects of school life
- To promote the acceptance, tolerance and respect of individual differences
- Bullying will not be tolerated

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs, and they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on a school taxi
- changes their usual routine
- is unwilling to go to school
- repeated or persistent absence
- becomes withdrawn anxious, or lacking in confidence
- self harms, attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning, particularly "tummy aches"
- decreased involvement or engagement in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts taking money
- unwillingness to play online games or use a mobile (if they would normally do so)
- has dinner or other items continually "lost"
- has unexplained cuts or bruises
- changes in behaviour and attitude at home or school
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- lack of eye contact

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures and Outcomes

We will make sure that our response to incidents of bullying takes into account the needs of the person being bullied, the needs of the person displaying the bullying behaviour, the needs of bystanders and our school community

- All incidents of bullying that are reported are dealt with effectively within a timely manner
- Incidents will be investigated by staff, and all parties will have the opportunity to give their viewpoint, including bystanders
- If bullying has taken place, it will be made clear that the behaviour is unacceptable and must stop
- Emotional support and reassurance will be given to the victim
- Incidents will be recorded on CPOMS, so that any patterns can be monitored
- A restorative approach will be used to promote accountability and repair harm – visual resources are available to support this meeting
    - What happened?
    - What were your thoughts at the time?
    - What have your thoughts been since?
    - Who has been affected by what happened?
    - How have they been affected?
    - What needs to happen now?
- Parents/carers are informed where deemed appropriate
- Appropriate consequences may be put in place, depending on the severity of the situation;
    - Apology to the victim (verbally or in writing)
    - Loss of break/lunchtimes, including reflection time
    - Behaviour plan
    - Internal exclusion
    - Suspension or permanent exclusion
- The situation will be closely monitored following a reported incident to ensure that the bullying does not re-occur
- Where necessary, children who have bullied others will have further support to understand what they did wrong and how to change their behaviour. This may include further investigation and support in the case of prejudiced based incidents (see below)

The school will use the definition of bullying as identified on page one. It may be the case that an incident has been reported as bullying, but does not meet the definition criteria. The incident will still be explored, but this discrepancy will be fed back to the person reporting the incident

Prejudice-Based Incidents

A prejudice-based incident is 'any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the 'protected characteristics' as defined by the Equality Act 2010as follows:

- Race (ethnicity)
- Sex (gender)
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Marriage
- Age

A record is kept of any prejudice-based incidents on CPOMS

Raising awareness and Prevention of bullying

- Regular promotion and display of school rules; ready, respectful, safe
- Children know who they can talk to if they are worried about bullying and are encourage to be proactive in their reporting
- Safeguarding posters around school displaying DSLs
- Staff are vigilant to spot potential issues before they arise, and tackle issues immediately
- Over and above awards to include recognition of kind behaviour
- School assemblies focussed around values for life and well being
- Easily accessible leaflets and information for children displayed around school
- Well Being Wednesday (lunchtime activities encouraging kindness and tolerance towards others)
- Participation in anti-bullying events
- NSPCC workshops
- Positive behaviour policy
- Relationships Education within the RSHE curriculum
- Gathering and acting on pupil, staff and parent surveys
- Promotion of diversity throughout the curriculum
- Discussions in School Council

Further support:

- https://www.kidscape.org.uk/ Kidscape offers practical support, training and advice to challenge bullying and protect young lives

- https://www.justonenorfolk.nhs.uk/ Just one Norfolk has lots of information on how to support your child. You can contact the Healthy Child Programme by calling Just One Number on 0300 3000123

- https://www.childline.org.uk/ Children and young people can call 0800 1111 for free support

- https://www.youngminds.org.uk/parent/parents-helpline-and-webchat/ is a helpline for parents who are concerned about their child's mental health. Call free on 0808 802 5544

This policy operates in conjunction with the following school policies:

- Safeguarding policy
- Exclusions policy
- Behaviour policy and protocol
- RSHE policy
- Equality Information and Objectives
- SEN policy and information report