



Oaklands Junior School

Anti bullying policy

Review: the policy will be reviewed annually by Oaklands School governors.

Approved: Autumn 2023

Next Review: Autumn 2024

ANTI-BULLYING POLICY

Introduction

Bullying, whether verbal, physical, indirect or via electronic media (cyber bullying), will not be tolerated at Oaklands Junior School.

As an effective, caring school, our staff, pupils and parents work hard to create a secure and happy working environment where children have an absolute right to be educated in safety and to be protected from others who may wish to harm, degrade or abuse them.

We believe it is our responsibility to aim to prevent occurrences of bullying, to respond positively to any incidents and to deal with them quickly and effectively both through policy and action.

This policy applies mainly to incidents of bullying which take place on school premises. However, at Oaklands we have an enduring interest in the welfare and conduct of our pupils and will respond positively, to such an extent as is reasonable, to any information we receive about bullying outside school.

Parents/carers and pupils are encouraged to report incidents of bullying to any member of staff and to be confident that action will be taken according to school procedures.

Definition

Bullying is a form of child-on-child abuse and thrives on secrecy. It takes many forms and can be short-term or can continue over years. There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

Bullying prevents another person from feeling safe and happy, generally over a sustained period of time. It may take the form of:

- physical - hitting, kicking, gesturing, taking belongings
- verbal - name-calling, mocking or insulting, racist remarks
- indirect - spreading nasty stories about someone, exclusion from social groups
- cyber bullying

Signs and Symptoms of Bullying

These can include:

- reluctance to come to school
- sleepless nights
- isolation on the playground
- noticeable change in behaviour or attitude

If two pupils of equal power or strength have an occasional fight or quarrel, this is not considered to be bullying.

Bullies tend to pick on vulnerable children (but it is difficult to judge in advance who might be seen as vulnerable). Staff are aware that vulnerable children may include those who:

- are new to the class or school
- are different in appearance, speech or background from other pupils
- suffer from low self-esteem, or are unable to stand up for themselves
- have few friends
- are more anxious or sensitive
- demonstrate “entertaining” reactions when bullied eg. tantrums or loss of control
- may be in the wrong place at the wrong time

For some children who witness bullying, the effects can also be traumatic, leading to feelings of worry, fear and guilt. These types of issues are raised and discussed during PSHE.

Strategies for dealing with bullying

There is no unique collection of characteristics that define a bully. Bullies may be victims of abuse themselves. They may be copying behaviour at home or on television, or may be seeking attention. Children who bully others are not always easily recognised. They do have some things in common, however:

- they tend to have assertive, sometimes aggressive attitudes over which they have little control
- they tend to lack empathy - they cannot imagine what the victims feel
- they tend to lack guilt - they believe that the victim, for whatever reason, ‘deserves’ the bullying treatment

The school will:

- ensure that when bullying is reported the incident is taken seriously and dealt with as quickly as possible; by class teachers completing Appendix 1, or if reported by

telephone, office staff will complete initial details on a paper copy and pass to the class teacher. The class teacher will then follow up the enquiry as detailed and save this electronically in the cohort.

- reassure the bullied child and offer help, advice and support but will also try not to be overprotective by finding ways that allow the bullied child to help him/herself.
- identify the bully or bullies; identify and talk to any witnesses.
- confront bullies with the details and ask them to tell the truth about the situation or incident
- monitor the situation – difficult times can be when the children are not under the teacher’s direct supervision; involve lunchtime controllers, teaching assistants and all relevant adults who will note observations and pass to class teacher.

If bullying is confirmed (see Appendix 2) then the school will:

- follow the procedures for sanctions set out in the Behaviour Policy
- the bully will be sent to the Deputy Headteacher to discuss unacceptable behaviour and entered in the Watch Your Step book.
- Class teacher(s) will discuss with the parents of the bully and the victim, a possible constructive plan to help resolve the situation and prevent it happening again
- Appendix 3 will be completed by the class teacher and sent to the headteacher, who will report this to the next Full Governing Body.

Prevention is always better than cure. At Oaklands we endeavour to ensure that messages about acceptable behaviour are reinforced by staff:

- ensuring that anti-bullying issues are regularly discussed.
- encouraging pupils to tell an adult they trust as soon as possible either directly or indirectly through a written note when they see or experience bullying, so that any issues can be dealt with promptly.
- working with children towards a caring, co-operative ethos in the classroom that encourages feelings of self-respect and self confidence.
- involving children in discussions about friendships and feelings through PSHE, circle time, role play, problem solving activities, P4C (Philosophy for Children) and assemblies.
- watching for early signs of distress in children and letting them know that they can discuss their worries.
- by showing that we are firmly committed to working in partnership with parents, with any concerns being raised by parents/carers or teachers in Home/School diaries.

Parents should:

- expect the school to take bullying seriously.
- support the school in its actions against those who bully.
- contact the class teacher if they have a concern about bullying.
- inform the class teacher if their child is being bullied but do not confront the bully themselves.

If children observe bullying behaviour going unchallenged, they may learn that bullying is a quick and effective way of getting what they want. They need to have models and standards of good behaviour. Our Behaviour Policy is clear about rewards for good behaviour and sanctions when children ‘overstep the line’.

Monitoring/evaluation

Each incident of bullying falling within the school definition will be recorded and those which have a racist, sexist or homophobic element or those directed at someone’s disability will be identified.

The headteacher will report to the Full Governing Body in the Headteacher’s Report, indicating the extent of any problem and any trends which may emerge, which will include how many incidents have been investigated (Appendix 1 which will be saved electronically in whole school/assessment/cohort area), as well as how many were confirmed as bullying (Appendix 3 which will be sent straight to the headteacher).

The headteacher, staff and governing body will evaluate the effectiveness of this policy and agree any revisions necessary to address any ongoing concerns which may be agreed before the time for the next review, as considered necessary.

Related documents:

- Behaviour policy
- PSHE policy
- Safeguarding policy

APPENDIX 1 Initial Investigation into Allegation of Bullying

Date/Time of Report:	Type: verbal letter phone call
Reported by: Parent/Carer Pupil Lunchtime Controller TA Other	
When did incident take place? Date/Time:	Place:

Brief details of what was reported (if reported by someone other than the victim):

Victim's report of what happened:

Day/Date:	Lesson/Time:	Place:	
------------------	---------------------	---------------	--

Include what happened immediately before incident took place. Quote any words/actions:

Was anyone else around who might have witnessed/heard anything? **Yes/No**

If yes, who?

Did victim tell anyone at that time or shortly afterwards?

If not, why not?

Was class teacher informed?

Possible witness reports: *(include TAs/Lunchtime Controllers, as appropriate if around at time)*

Results of interview with 'bully' as to what happened:

Any further action needed: *(include reporting back to person who first reported incident and also 'victim' notified of results/any action taken). Appendix 3 to be completed if bullying confirmed.*

Completed by:	Date:	
----------------------	--------------	--

APPENDIX 2 Factors to help determine if Incident constitutes Bullying

Copy to be completed and saved electronically in whole school/assessment/cohort area.

Monitored termly by Headteacher and reported to Full Governing Body via the Headteacher's Report

- 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
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

If all 3 amber warnings confirmed, record whether

physical	
verbal	
written	
electronic	

- Incident was **not** bullying on this occasion because it was
- the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____

Possible Focus of Bullying/Hurtful Behaviour

Please tick 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		
Homophobia/Transphobia/Gender identity		
Sexualised		
SEN and Disability		
Ability		

Resolution process agreed:

Sanction and/or support for those causing hurt or offence:

Report to Deputy Headteacher for Watch Your Step procedures (see Behaviour Policy)

Support provided to ensure that misunderstandings/falling out/conflict do not occur again e.g. through normal PSHE sessions in class, dealing with feelings/empathy/friendship issues etc.

Support needed for the hurt party: *Emotional, behavioural support, one-to-one provided by Teaching Assistant/Pupil Support Adviser*

Oaklands Junior School



ANTI-BULLYING INCIDENT REPORT FORM

Name of Pupil:	
Class:	
Date of incident:	
Where and when did the incident occur?	
Record of incident:	

Action taken:

--

Parent informed?	YES	<i>Please tick:</i>	NO	<i>Please tick:</i>
-------------------------	------------	---------------------	-----------	---------------------

Follow up?

--

Teacher's signature		<i>Date:</i>
Headteacher's signature		<i>Date:</i>