



Fulwell Junior School

ANTI-BULLYING

POLICY

(To be read in conjunction with our Behaviour policy)

Approved by Governing Board 26th June 2018:

Anti-Bullying Co-ordinator- Miss Anderson

Anti-Bullying Governor- Mrs Helen Shepperson

Headteacher- Mr Speck

Principles and Values

As a school we take all forms of bullying and its effects seriously. Pupils and parents can be assured that all known incidents will be responded to and addressed without delay. The ethos of our school fosters high expectations of both learning and conduct and we will consistently challenge any behavior that falls below our high standards.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should gain an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

Rights Respecting

As a Rights Respecting school, we ensure all children's rights are respected in accordance with UNICEF's The Convention On The Rights Of The Child.

- **Article 2 (Non-Discrimination):** The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.
- **Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.
- **Article 15 (Freedom of association):** Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.
- **Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes
- **Article 19 (Protection from all forms of violence):** Children have the right to be protected from being hurt and mistreated, physically or mentally.
- **Article 28: (Right to education):** All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.
- **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- **Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.
- **Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way.

Defining bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, physical, emotional, cyber, indirect), and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

Types of Bullying:

- Emotional: Being unfriendly, excluding, tormenting (e.g. hiding books, threatening)
- Physical: Pushing, kicking, biting, hitting, punching or any use of violence
- Racial: Racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or sexually abusive comments
- Verbal: Name calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet, such as messaging on games/social media

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity –Through the use of cyber bullying, social networking sites, texts etc

Staff at FJS will remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff will be aware of those children who may be vulnerable; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Possible signs and symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. All adults should be vigilant to possible signs and should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Is unwilling to go to school
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens self-harm
- Cries themselves to sleep at night or has nightmares
- Begins to make less effort with school work than previously
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Becomes afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received
- Lack of eye contact
- Change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be contacted about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding.) Other consequences may take place. E.g a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. E.g Police, counsellors, Behaviour Support.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices) exclusion will be considered.

Prevention

The **Anti-bullying policy** aims to prevent and deal with behaviours defined as bullying and to promote a school ethos where bullying is regarded as unacceptable by everyone and not to be tolerated under any circumstances. It is essential we ensure that a safe and secure environment, rooted in respecting the rights of oneself and others is created and maintained.

We employ a range of strategies to prevent bullying, including:

- A child friendly anti-bullying policy, given to every child
- Inclusion of the Rights Respecting agenda in all aspects of school life
- Classroom charters- referred to when explaining inappropriate behaviour
- Playground charters- referred to when explaining inappropriate behaviour
- Regular 'Pupil Voice' surveys
- Assemblies which focus on different aspects of behaviour and bullying
- Assemblies which celebrate success and promote our positive school ethos
- Frequent and 'open' discussions about bullying
- Concerns chronologies
- Personal development surveys (pupils)
- Parent surveys (annual), consultation events and newsletters
- Anti-Bullying month (November)
- Suggestion boxes
- School Council
- Anti-Bullying Team
- Displays/posters

- Staff training and discussion at staff meetings

Prevention through the curriculum

Through the PSHE curriculum, children are taught to:

- Keep themselves safe (including e- safety)
- Manage emotions
- Resist peer pressure
- Establish and maintain effective friendships
- Work as a team
- Value and celebrate difference
- Show tolerance of all
- Be aware of the rights of children

Prevention and intervention through partnership

We give high priority to clear communication and positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. When talking to parents of any children involved in bullying the aim should be to foster and maintain a good relationship in both the short term and the long term. In order to achieve this, we aim to:

- Involve parents in the review of policy
- Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied
- Ensure that parents feel confident that we will take any complaint about bullying seriously and take action to resolve the issue

Pupil voice and the inclusion of children's opinions are crucial in helping the school prevent bullying. *RR Article 12*. Children's opinions and ideas are taken into account when developing policy, strategies to use if they are bullied, reporting incidents involving themselves or which they witness and through the use of the Upper and Lower phase suggestion boxes.

The Anti-bullying team also have a crucial role in promoting pupil voice and regularly ask for children's opinions surrounding important matters linked to bullying.

Recording of Bullying Incidents

Confirmed cases of bullying must be recorded in our Behavior Logs and escalated to Child Protection Lead if necessary.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

Advice to Parents

As the parent of a child whom you suspect is being bullied-

1. In the first instance, report any suspected bullying to the class teacher
2. In cases of serious bullying, the incidents will be recorded by staff and the Phase Leader/Headteacher notified.
3. In serious cases parents will be informed and may be asked to come in to a meeting to discuss the problem

The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly. In all cases, an attempt will be made to help the child using unacceptable behaviour towards others to change their behaviour.

PLEASE DO NOT:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

By doing so you will only likely escalate the problem and in turn make it harder to solve.

Fulwell Junior School holds the Sunderland Anti-Bullying Charter Mark at Silver Award Level and aim to achieve the Gold Award standard in 2019.