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## **Crawley Ridge Junior School Anti-Bullying Policy**

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## **1. Rationale and Ethos:**

At Crawley Ridge Junior School, we aim to provide a caring environment where all of our pupils and staff feel safe and secure (both in school and on school visits); are able to engage with their learning and work without hindrance. We teach all pupils to understand issues related to their safety, including bullying, and make sure that they feel confident to seek support from school should they feel unsafe. We believe that all forms of bullying should be taken equally seriously and dealt with appropriately. If the victim might be in danger, then intervention is urgently required.

Any sexual, sexist, ageist or homophobic bullying will be taken particularly seriously as well as bullying when children with disabilities are involved, and bullying around race, religion or culture. The resulting injurious language and behaviour is not tolerated under any circumstances.

Our anti-bullying policy is available on the school website for parents and carers to refer to. All pupils will have the policy explained to them at the start of each academic year.

### **Principles that underpin the policy**

#### **For pupils who experience bullying that:**

- They are heard.
- They know how to report bullying and get help.
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place.
- Steps are taken to help them feel safe again.
- They are helped to rebuild confidence and resilience.
- They know how they can get support from others.

#### **For pupils who engage in bullying behaviour that:**

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused.
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge.
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed.
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour.

#### **For schools:**

- The whole school community is clear about the anti-bullying stance the school takes.
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school.
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success.
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish.
- Curriculum opportunities are used to address bullying.
- Peer support systems are in place to prevent and respond to bullying.

- All staff are aware, and model positive relationships.
- The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos.

#### **For parents / Carers**

- They are clear that the school does not tolerate bullying.
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure.
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child.
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

#### **Policy Development**

This policy was formulated in consultation with the whole school community with input from: members of staff, pupils, parents/carers and governors (questionnaires/surveys, meetings etc.).

Pupils contribute to the development of the policy through the school's Wellbeing Council, peer mediators, Y3 & 4 buddies, surveys/questionnaires, circle time discussions and PSHE lessons.

The Wellbeing Council will develop a pupil friendly version of the main policy, to be displayed and to be given to all new pupils on arrival.

Parents/Carers will be encouraged to contribute by: taking part in written consultations, online surveys, parent meetings, parent focus groups producing a shorter parent's guide.

## **2. What is Bullying?**

#### **We consider bullying to be:**

- *Repetitive, wilful or persistent over a period of time.*
- *Intentionally harmful behaviour, carried out by an individual or a group, aiming to hurt or humiliate someone else emotionally or physically*
- *An imbalance of power leaving the victim feeling defenceless.*

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent so long as it fulfils all other descriptions of bullying.

**A Bully:** A person or group that uses strength or influence to hurt or intimidate those who they perceive as being weaker.

**A Victim:** A person or group that is harmed by the behaviour of others and who does not have the resources, status, skill or ability to recognise and counteract or stop the harmful behaviour.

**A Bystander:** Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### **3. What does bullying look like?**

- Physical:** Hitting, kicking, taking or damaging the personal belongings of others, extorting money from someone
- Verbal:** Name-calling, taunting, mocking, offensive comments, racial remarks
- Indirect:** Spreading hurtful stories or rumours about someone; adopting an attitude that excludes someone from social groups, producing offensive graffiti
- Cyber:** Inappropriate text-messaging or emailing, sending degrading images by phone or via the Internet

#### **Bullying can take place between:**

- Young people
- Young people and adults
- Adults
- Individuals or groups

#### **How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

#### **Why are some children and young people or adults, more vulnerable to being bullied?**

Specific types of bullying include

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

### **4. How does the school respond to bullying?**

**At Crawley Ridge Junior School resilience and emotional well being is developed and promoted through a combination of the following strategies:**

- Solution focused approach – involving and including all parties
- Ensuring a Pupil voice – pupil friendly literature and information
- Personal Social & Health Education programme (e.g. Social & Emotional Aspects of Learning)

- Pastoral systems
- Healthy Schools
- TAMHS (Targeted Mental Health in Schools)
- CAMHS (Child & Adolescent Mental Health Services)
- Restorative Approaches
- Safer Surrey
- Emotional Literacy Support Assistant support
- Social Skills groups
- Peer mediators/buddies

### **Strategies for Preventing Bullying**

As part of our on-going commitment to the safety and welfare of our pupils, we have developed the following strategies to promote positive behaviour and to discourage bullying behaviour.

- The issue of bullying (including cyber-bullying and Internet safety) is taught through the PSHE & C curriculum; leading to the creation of anti-bullying charters in all classes.
- Circle Times.
- Assemblies.
- Peer Mediation Scheme
- Playground Buddies for children new to the school
- Staff training and development for all staff
- Friendly groups / Social Skills Groups
- The work of the Emotional Literacy Support Assistants

### **Dealing with incidents of bullying**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded on Scholar Pack and discussed with the Head teacher and/or designated lead.
- The Head teacher/ Inclusion Leader/SLT will interview all concerned and will record the follow up action taken on Scholar Pack.
- Class teachers, teaching assistants and lunch-time supervisors will be kept informed.
- When responding to cyber-bullying concerns, the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Parents/carers of the victim and the bully will be kept informed. It is the responsibility of the class teacher to inform the parents of the parties involved as soon as possible and meet with them to ensure that they are confident with how the difficulty is being dealt with. All strategies will be carefully monitored and reviewed, and progress reported to the relevant parents.
- Consequences will be used as appropriate and in consultation with all parties concerned.
- If necessary or appropriate, the police or other outside agencies will be consulted for advice and support.

### **Supporting Pupils**

#### ***Pupils who have been bullied will be supported by:***

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Liaising with parents on appropriate methods of help and support
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support.
- Restoring the pupil's self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance if needed.

#### ***Pupils who have bullied will be supported by:***

- Discussing what happened, establishing the concern and the need to change behaviour.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support.
- If online, requesting content be removed and reporting account/content to service provider
- Consequences issued in line with school behaviour policy. This may include formal warnings, restricted / supervised breaks and lunchtimes, removal of privileges or fixed-term and permanent exclusions.
- Speaking with police or local services.

### **Supporting Adults**

#### ***Adults (staff and parents) who have been bullied or affected will be supported by:***

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher.
- Being advised to keep a record of the bullying as evidence and discuss to how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour policy.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

#### ***Adults (staff and parents) who have bullied will be helped by:***

- Discussing what happened with a senior member of staff, establishing the concern and the need to change behaviour.
- Clarifying the schools official procedures for complaints or concerns.
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action.

## **5. Liaison with parents and carers**

### **We will:**

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.

- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

## **6. Recording Bullying**

Bullying incidents will be recorded on Scholar Pack by the member of staff who deals with the incident. The information will be used to ensure that individual incidents are followed up. It will also be used to identify trends and to inform preventative work in school and the development of this policy.

## **7. The use of force to control or restrain pupils**

In very exceptional circumstances, physical restraint may be required to control a pupil. Staff trained in 'Positive Touch' may use reasonable force to control a pupil from:

- **injuring themselves or others**
- **causing damage to property**
- **engaging in behaviour prejudicial to maintaining good order and discipline**

## **8. Responsibilities and Review**

**It is the responsibility of:**

- Governors, the Headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and to implement and uphold it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

**Monitoring & Review:**

The above policy will be reviewed annually by the Head teacher. The policy review will be linked to the School Development Plan to assist us in working towards a more inclusive ethos across the school community. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

## **9. Links with other policies**

- Behaviour Policy
- Safeguarding Policy
- Mobile Phone Policy
- Equalities Policy
- PSHE & C Policy
- Complaints Policy
- Online safety Policy

## **10. The 'No Blame' Approach**

When bullying incidents occur, we may choose to adopt the 'No Blame' approach which incorporates a series of steps to counter bullying. Bullies do not usually stop when punished through the usual channels or always appreciate the fear and hurt they are causing, therefore some of the normal school disciplinary codes may be inappropriate. The principal behind this restorative approach is that behaviour leads to consequences for those involved, whether the perpetrator of the misbehaviour is identified or not. It is based on five themes:

1. Everyone has a different perspective on what has or is happening.
2. Everyone will have thoughts and feelings linked to the incident.
3. Harm has been caused by the incident and needs to be repaired.
4. Everyone should have the chance to suggest how they can repair the situation and move forward.
5. Everyone should consider how things could be done differently / better in the future.

When bullying has been observed or reported and the facts have been established, then the following steps can be taken:

### **1. Interview with the victim**

When the teacher finds out that bullying has happened, he/she starts talking to the victim about the child's feelings. He/she does not question the child about the incidents but establishes who was involved.

### **2. Convene a meeting with the people involved**

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. A group of 6-8 young people works well.

### **3. Explain the problem**

He/she tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise the child's distress. At no time does he/she discuss the details of the incidents or allocate blame to the group.

### **4. Share responsibility**

The teacher does not attribute blame but states that he/she knows that the group are responsible and can do something about it.

### **5. Ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses, but he/she does not go on to extract a promise of improved behaviour.

### **6. Hand over responsibility**

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. He/she arranges to meet them again to see how things are going.

### **7. Meet them again**



About a week later the teacher discusses with each student, including the victim, how things are going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

#### **8. Exceptions**

We do recognise that on some occasions the above restorative and solution-focused method may not solve the problem. In such cases appropriate sanctions from our Behaviour Policy will be fully implemented. Other responses might include individual work with the victim or perpetrator, the use of a circle of friends or referral to outside agencies (if appropriate)