



Clanfield Junior School

Policy for Anti-Bullying

Presented to Governing Body	June 2024
Date Adopted	June 2024
Next Review Date	May 2026

Introduction

At Clanfield Junior School, we are aware that pupils may be bullied in or outside of school, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Clanfield Junior School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'.

This policy is closely linked with our Relational Policy (previously known as our Behaviour Policy), our Safeguarding and Child Protection Policies, our School Code of Conduct and the School's Vision, Aims and Values.

Principles

Our Vision: For every child to feel safe, happy and grow both personally and academically through the strong relationships within our school community and beyond.

Our School Vision underpins all that we do as a school and highlights the importance of every child feeling safe and happy. It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment. We do this through:

- promoting an inclusive culture through all aspects of the school curriculum
- promoting an understanding of what constitutes bullying through the Personal, Social & Health Education (PSHE) curriculum; using class and school assemblies, Circle Time, displays, etc.
- teaching and modelling our school values
- using a relational approach to teach children behaviour
- provide a framework of agreed consequences as part of this relational approach
- support and guide children who are being bullied, or who are bullying others through individual or group sessions
- encourage children to talk to adults in school about bullying
- treat all incidents of bullying seriously, and record all incidents on CPOMS

Bullying Definition

At Clanfield Junior School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons.

We agree that:

- Bullying is behaviour by an individual or group, that hurts another person or group either physically or emotionally
- It is on purpose
- It is something that happens over and over again

Bullying takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying (bullying via mobile phones or online e.g. e-mail, social networks and instant messenger)
- Racism

Cyber-bullying: The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into homes and private spaces, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying: This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying: This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual.
- Those suffering from health problems, including mental health

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper,

refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, going home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. It is revisited regularly with the children through PHSE and Computing lessons. E-safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell a trusted adult in school if they are concerned that someone is being bullied.

Code of Conduct: School Values

Our School Values are regularly promoted in assemblies, in class, on the playground and displayed throughout the school. Our values are an expectation for all of our school community and by pupils working to embody these values, and staff reinforcing them, bullying should be significantly reduced.

Relational Policy

Our Relational Policy includes rewards and sanctions which are used consistently, as part of our 'relational approach' to prevent inappropriate behaviour, and promote positive behaviour and relationships between all members of our school community.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or a senior member of staff. In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be

shared with the pupils involved.

Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and consequences as deemed necessary. Any necessary action should be taken until the bullying has stopped.

It is important that children are and feel that, they are listened to when discussing or disclosing any potential incidents of bullying.

When listening to a child:

- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

Remember

- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have
- Take all forms of bullying seriously and listen to children affected by it

