



BLACK HORSE HILL JUNIOR SCHOOL Anti – Bullying Policy 2016.

To Be updated on a three-year cycle, or where immediate updates to policy are required

Taken to Standards & Curriculum Meeting dated: 15th February 2017

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Approval at full Governing Body meeting dated: 6th March 2017

Signed (Chair of Governors)

K. Ellson Karen Ellson.

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1. School Vision, Aims and Values

Our School will: Nurture and empower our children to become creative, compassionate, and confident citizens, in a diverse and ever-changing world.

Our school community aims to : -

- Have high expectations for all.
- Inspire a passion for learning.
- Provide an enjoyable, yet challenging curriculum.
- Develop positive relationships through collaboration.
- Create a safe and happy environment.

All our children, staff and parents will share the same core values of: -

- Respect.
- Honesty.
- Kindness.
- Excellence.
- Perseverance.
- Friendship.
- Motivation and Hard-work.
- Politeness and Good manners.

2. Purpose of the Policies

The Anti-Bullying Policy should be read in conjunction with the Behaviour Policy, the school values and the anti bullying and cyber bullying leaflets for parents. It should also be read in conjunction with:

<ul style="list-style-type: none">▪ Wirral Anti-Bullying Guidance 2004▪ Health Promoting Schools Scheme▪ Health & Safety Policy▪ Equal Opportunities Policy	<ul style="list-style-type: none">▪ Race Quality Policy▪ PSHE and Citizenship Policy▪ Wirral LEA Behaviour Support Plan▪ Sex and Relationships Education Policy▪ Special Educational Needs Policy
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These policies reflect the ethos and culture of the school which is supportive and inclusive.

The Anti Bullying Policy was originally consulted on, written and approved by the Governing Body in the Summer Term 2014 and has been updated to reflect current practice.

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The working party consisted of the Headteacher, Deputy Headteacher, Governors, Teachers, Parents, Mid-day Senior Supervisor and the School Council. These people act as a channel for communicating with their specific part of the school community.

3. Raising Awareness

Pupils, Staff (teaching and non-teaching), Governors, Parents and members of the wider school community were made aware of the development of the anti-bullying policy through questionnaires, meetings and school newsletters.

4. Policy Aims

The aims of the policy are as follows:

1. To make all those connected with Black Horse Hill Junior School aware of our opposition to bullying.
2. To produce a consistent and clear school response to any behaviour deemed as bullying.
3. To develop a school ethos in which bullying is regarded as unacceptable.
4. To ensure a safe and secure environment where all children can learn without anxiety and feel valued.

5. Definition of Bullying

At Black Horse Hill Junior School we define bullying as :

'.. a person or persons who consistently and repeatedly take action to deliberately intimidate or hurt another person verbally, emotionally or physically. This also includes the use of technology (particularly mobile phones and the internet)..'

We believe that bullying behaviour is:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against

Examples of bullying include:

- Physical: pushing, kicking, hitting, pinching, any form of violence, threats -One child hurting another.
- Verbal: name-calling, sarcasm, persistent teasing, insulting, teasing, making racist remarks, homophobic remarks or transgender remarks.

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- Psychological, spreading hurtful rumours, excluding someone from groups, moving away as a person approaches, leaving notes, failure to speak to or to acknowledge a person.
- Sexual: unwanted physical contact, abusive comments.
- Vandalism: Deliberately damaging or taking another child's belongings.
- Threatening Either verbally or by e-mail/text message or social media.
- Group bullying any of the above, but where two or more children conduct the bullying behaviour.

These examples are judged to be bullying only if the action is deliberate, one sided and there are repeated instances.

It is important to clarify the types of behaviour that we feel are unacceptable, but not examples of bullying. Examples of such types of behaviour include:

- Where two children of equal size and strength have a fight or constant fallings out in and out of school.
- Where one child calls another a name on one occasion.
- Where a child has hit or kicked as a response to being hurt him/herself.

These types of behaviour are not regarded as bullying but they are regarded as unacceptable forms of behaviour, and would be dealt with according to our Behaviour Policy.

6. Responding to incidents of bullying

Our 5 strategies for dealing with bullying as in line with Wirral Children's Services Anti-bullying strategy are:

i. POLICY AND PRACTICE

a) Identifying the problem Children who are being bullied are not always prepared to tell those in authority for a number of reasons. When a disclosure of bullying is made, we will always treat it seriously. For pupils who are unable to tell staff of their problems, we know that sometimes their behaviour can give clues about the problem. Such behaviours include:

- An unwillingness to come to school.
- Acting in a withdrawn way, isolating themselves from others.
- Complaining about missing possessions.
- Refusing to talk about the problem.
- Being easily distressed.
- Presenting damaged or incomplete work.

b) These behaviours may be particular indicators of problems for certain pupils, for example those with special needs or from a minority racial or cultural background. Staff

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will use their knowledge of individual pupils to be vigilant for any changes in their behaviour that might indicate bullying. When staff have particular concerns about a pupil, then they will discuss it with a more senior member of staff. Pupils are also encouraged to be open with their parents who can then pass their concerns to the school.

- c) At Black Horse Hill Junior School we have a pastoral and safe-guarding slot at the beginning of every weekly staff meeting so that any children causing concern who need monitoring can be highlighted to all staff.

Preventing and investigating the problem

- d) Bullying will not be tolerated at Black Horse hill Junior School and all incidents will be taken very seriously. All pupils, their parents and staff members are encouraged to tell us of any concerns and we will act upon them. All investigations of bullying allegations will be thorough and involve the staff interviewing both the bully and their victim separately. Where others have witnessed the bullying, they will be interviewed so that as far as possible we know exactly what has happened. These conversations could be discreet meetings or informal opportunities if the situation warrants.
- e) The head teacher or SLT will then investigate the incident by firstly talking with the bullied pupil, listening to and noting the feelings expressed. A written record of the incident, investigation and outcomes will be made and an Action Plan will be formulated. The child's class teacher and Headteacher will be informed (or the Deputy Headteacher in the absence of the Headteacher).
- f) A meeting will then be arranged for all those directly/indirectly involved in which the feelings of the victim will be described and Sanctions will then be applied.
- g) Parents will be informed and asked to attend a meeting with the Headteacher (or the Deputy Headteacher in the absence of the Headteacher). The parents of the victim will be fully informed of the ways in which the incident is dealt with, and of the support that will be given to their child after the incident. In dealing with the bullying incident in such a clear, thorough and immediate way, it is hoped that the victim will feel that his/her feelings and safety is paramount to the staff at the school.
- h) Further support will be given to the victim in the form of regular monitoring by his/her class teacher, which will be detailed in the Action Plan agreed between the child, parents, Behaviour Manager and Headteacher. Examples may include:
- Observation of the child in both the classroom and playground environment.
 - A diary shared with the teacher or head teacher about his/her feelings.
 - The child will be made fully aware of the support available to him/her.
 - A buddying system with another supportive child.
 - A Self-esteem book to rebuild self confidence.

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- Sanctions that might be used will be in accordance with the behaviour policy.
 - Exclusion of any kind is to be regarded as a last resort.
- i) Regular feedback will be given to the child's parents, either through written comments in a self esteem book, by regular telephone conversations or meetings with the child's class teacher and, where appropriate, the Headteacher.
- j) Where bullying is substantiated appropriate measures will be taken to reduce the chances of it recurring. Bullying will not be eradicated unless the behaviours of the bullies are changed. Efforts will be made to help the bully recognise why their behaviour is unacceptable and they will be offered help to modify that behaviour. This will include trying to understand why the pupil has bullied, so that recurrence can be prevented.
- k) His/her class teacher and all other adults who are in regular contact with him/her, such as Classroom Assistants and Mid-day Supervisors, will closely monitor the perpetrator's behaviour.

ii. MANAGING THE USE OF DATA

- a) Any incidents of bullying will be recorded in the Headteacher's Anti-bullying file, kept in the Headteacher's office. Records are maintained of all instances of bullying, actions undertaken and outcomes.
- b) Governors are reported to on the number of bullying incidents once a term and governors analyse the parent and children questionnaires which include questions in relation to bullying annually and also partake in monitoring the effectiveness of the behaviour and anti-bullying policies alongside the SLT and School Council. This information is reported back to parents in newsletters and through the Parent Council minutes.
- c) Parents receive reports on bullying data in parent questionnaire feedback, through the Parent Council (minutes e-mailed to all parents) and through newsletters. Parents, carers, governors and children are asked to fill out questionnaires and the children are asked to sign an anti-bullying charter (KS2)
- d) Parents are sent an anti-bullying Parent pack to enable them to work in partnership with the school and which directs them to materials to help their child with any bullying issues. It recommends websites and helps lines, provides advice, case studies and provides information on cyber bullying and 'fogging' (strategies for the child blocking out what others may say to them). It is recommended that the parents inform the school immediately if they suspect any bullying, so that the school can work in partnership with them.

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iii. ENCOURAGING BEST PRACTICE THROUGH EFFECTIVE PARTNERSHIPS

Implementation

- a) It is vital that once written, the whole school community adopts the Anti-Bullying Policy. To ensure that this is the case, it will be presented to the Staff, School's Council, Curriculum Governors and the Parent Council team. It will be included in the School Prospectus and on the School Website.
- b) Activities that work well are identified to all stakeholders - to parents and the wider community on the school website and VLE and to governors through termly feedback in the headteacher's report. Black Horse Hill Junior School operates a prevention culture to anti-bullying rather than crisis intervention through weekly PSHE, circle times, assemblies regularly, drama productions and visits, dance workshops and drama workshops from outside providers.
- c) Training for staff is kept current and meaningful and fed back to whole school staff in staff meetings and Headteacher cluster groups work closely together on this issue. The headteacher, assistant head teacher and Computing co-ordinator feed back to staff and parents re e-safety and cyber bullying.

Prevent

- a) From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.
- b) This means we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.
- c) Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy. These include:
 - Exploring other cultures and religions and promoting diversity
 - Challenging prejudices and racist comments
 - Developing critical thinking skills and a strong, positive self-identity
 - Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy
- d) We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

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iv. CHILDREN AND YOUNG PEOPLE'S PARTICIPATION

- a) The School council regularly discuss anti-bullying, create posters, power points, dramas to promote a safe culture.
- b) The school Council represent the school on the Wirral Health promoting panel which discusses issues surrounding bullying across the Wirral and how we can work together to prevent bullying. We have a school anti-bullying charter which the children take ownership of. The School Council monitor bullying and bad behaviour in school and discuss the feelings of their peers from the results with the adults in school. The results are analysed and reported to parents and governors.
- c) Local websites are placed on the VLE for Barnston children to access and these keep them well informed.

WHERE CHILDREN MAKE ALLEGATIONS AGAINST OTHER CHILDREN

- a) Whatever the nature of the allegation, this shall be taken seriously and the headteacher and senior leadership will work promptly to investigate the allegation. If the allegation is a safe-guarding issue and the child is not already referred to social services, the safeguarding lead will ring CADT for advice as whether to refer the child. If it is not a safe-guarding issue, the school will investigate and then inform both sets of parents of the situation, working with them to restore good relationships between the children.
- b) If other children are at risk from the alleged pupil, the pupil may be isolated in agreement with the parents/social services if necessary and the whole school staff will be alerted to keep a close eye on the pupil in question at all times. If the pupil needs to be isolated, they will access lessons, having a 1-1 TA monitoring them and then be given break times separate to the other pupils or if deemed suitable, the 1-1 TA will walk around the playground with them, monitoring them at all times. The medical room toilet facilities will be used if the pupil needs to be isolated from the general pupil toilet area.

v. SCHOOLS & SERVICES FOR CHILDREN AND YOUNG PEOPLE

On-going dialogue is maintained through Deeside Head teachers Cluster Group Meetings which give feedback from Primary Heads Consultation Group.

Black Horse hill Junior School buys into Edsentials, ECM and WCSB training programmes which provides relevant anti-bullying workshops and training for staff throughout the year and through this the Wirral LA signpost relevant websites, materials, national training such as CEOP and advice to our school.

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School Council participation in the Wirral Primary Panel occasionally provides the children across Wirral schools to discuss anti-bullying and to feed back to their schools about the wider school communities.

Bullying outside of the school premises

Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. Regulate, however, means that the school should monitor and make sure that the bullying is not transferred to the school setting and that the child is not upset or feeling threatened in school, by following the normal procedures, it does not mean that the school can act on information provided outside of school if the school itself has investigated and found no evidence of bullying occurring, or any evidence of the victim being upset in any way. The child/perpetrator would be spoken to about the upset they may be causing to the other child outside of school and restorative sessions would be undertaken. The situation would be monitored closely for a substantial period of time.

Continuous Professional Development of Staff

Staff meetings weekly start with a safe-guarding and Pastoral issues slot so that all staff are aware of any current issues within school. All staff are trained in house every year and staff are sent on Wirral LA training and National training regarding anti-bullying and Behaviour.

7. Staff

The Headteacher and Deputy Headteacher will have responsibility for all aspects of implementing the anti-bullying policy, and for ensuring their bullying issues are embedded in the curriculum. All staff have a responsibility to implement this policy and to ensure all agreed procedures are followed.

8. Implementation

This policy is to be introduced and adopted by the whole school community. The Governing Body have ratified the policy; copies will be available in the school office for parents and members of the school community to read and forms part of the School Prospectus which is given to parents on admission of their child. Children will be made aware of the agreed policy through Assemblies and PHSE lessons.

9. Monitoring and Review

All incidents of bullying will be recorded on an incident proforma and kept by the Headteacher. Senior members of staff who deal with incidents associated with anti-bullying will feed back to relevant members of staff. Any bullying incidents must be shared and dealt with by a senior member of staff.

The anti-bullying policy is the Governors' responsibility and they will review the effectiveness of the policy in achieving its aims on an annual basis.

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Appendix 1: Anti- Bullying Log: Incidents and people involved.

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Bullying Behaviour incident form

To be completed as soon as possible by a member of staff/ adult observing or report an incident and handed to the head teacher / assistant head teacher (or via the midday supervisor)

<u>Date</u>	<u>Time:</u>	<u>Location</u>			
<u>Name of person reporting the incident:</u>					
<u>tick as appropriate</u>					
Teacher	Midday assistant	teaching Assistant	Teacher	Office / support staff	othe adult (specify)

A: Type of bullying behaviour

general	specific	tick/ note down
PHYSICAL BULLYING	Pushing	
	Kicking	
	Hitting	
	punching/pinching	
	Unwanted touching (sexual)	
	Any other violence	
EMOTIONAL / PSYCHOLOGICAL BULLYING	persistent name calling / teasing	
	Threatening	
	Deliberately moving away or whispering about a child as they walk near	
	Deliberately excluding one person from another group	
	Insults about religion	
	Insults about ethnicity or race (<i>anti-racism log</i>)	
	Insults about skin/hair colour	
	Homophobic comments	
	Transgender comments	
CYBER BULLYING	Threats or unwnanted comments by email or social media	
	Mobile threats by texts or calls	
	deliberate & harmful misuse of technology (camera/ phone / video facilities	
VANDALISM	deliberately taking / breaking another child'd belongings	

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GROUP BULLYING	where two or more children are conducting the behaviour against one other child	
OTHERS (specify)		

Were others involved?	Yes		No	
Names of others involved				
Victim's Name	year/ age	Gender	Ethnicity	

Perpetrator's Name	year/ age	Gender	Ethnicity	

witness's Name	year/ age	Gender	Ethnicity	

Incident description

<u>ACTION TAKEN</u>
<u>Victim</u>
<u>Perpetrator</u>
<u>Parent / carer</u>

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ACTION INVOLVING OTHER AGENCIES?

Further comments?

Signed : (Person Reporting the Incident) _____

Print name: _____ **Date:** _____.

Signed : (Head teacher / nominated SLT member) _____

Print name: _____ **Date:** _____.