



ANTI-BULLYING POLICY **Junior School**

Applicable to: All staff, governors, pupils and parents. This policy has regard to the DfE advice Preventing and Tackling Bullying (July 2017) and Cyberbullying Advice for Headteachers and school staff (2014) and should be read in conjunction with the Policy on Behaviour and Sanctions. The school has a duty of care to safeguard and promote the welfare of each pupil. Redmaids' High School ensures that bullying at the school is prevented in so far as reasonably practicable.

Definition of Bullying:

Targeted behaviour, often over a period of time, but can be just once, which intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of protected characteristics, such as race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through social media, mobile phones, text messages photographs and email. Single incidents of bullying will still be recorded to ensure a single incident does not become a series of incidents.

It may be

- **Physical** – hitting, kicking, sexual abuse, taking belongings, spoiling belongings.
- **Verbal** – name calling, repeated teasing and insulting.
- **Indirect** – spreading malicious gossip about someone, excluding someone from social groups, sending unpleasant or threatening notes, emails, text messages, phone calls, photographs or any other type of cyberbullying including postings on social media.
- **Spatial** – excluding from an area that should be available, through threatening behaviour.

Bullying is not:

When two pupils of equal power or strength have an occasional quarrel or disagreement (a one-off thing), which is resolved quickly.

Redmaids' High Junior School does not tolerate bullying in any form and promotes an open trusting community. Through its anti-bullying policy the school aims to:

- Put in place measures that are intended to prevent bullying and give every pupil the right to prosper in a safe, secure learning environment which promotes good behaviour and respect.

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- Raise awareness of what constitutes bullying, the seriousness of bullying and the physical and emotional damage, including psychological damage, it can do.
- Provide clear guidelines to staff, pupils and parents for correctly identifying and dealing with a bullying incident, including the part they can play to prevent bullying when they find themselves as bystanders.
- Ensure that pupils are clear that sanctions for bullying will reflect the seriousness of an incident and that strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

We aim to prevent bullying in the following ways:

The pastoral programme in the school emphasises a caring community with everyone sharing the responsibility to care for each other.

1. Weekly school pastoral meetings and classtime sessions provide regular forums for girls to openly discuss friendship issues and bullying. The pupils have devised an anti-bullying agreement in these sessions which is reviewed and discussed annually. Each classroom displays a copy of the Anti-Bullying agreement:

Anti-Bullying Agreement

- We agree that bullying is *picking on someone*. It might be *saying nasty things* like *name-calling* about the way someone looks or about their family. The bully might try to *talk secretly* about them or *spread gossip and lies*. The bully wants to feel powerful.
- If you are being bullied, if you know someone is being bullied, if someone tells you that someone else is being bullied then either:-
 - tell a teacher,
 - tell a friend
 - Or tell an adult in your family.
- BE CERTAIN THAT SOMETHING WILL BE DONE ABOUT IT

We take bullying very seriously. Be aware that if you are a bully and you are not willing to change your ways then you will be in serious trouble.

2. The Jigsaw PSHE scheme explores age appropriate issues throughout the school and celebrates differences, as well as, tackling bullying issues directly including messaging, e-safety and social media. Pupils discuss strategies for coping with difficulties when friendships go wrong.
1. Curriculum areas such as drama, art and English may be used as a means of addressing bullying and its effects. For example the lower school read *The Angel of Nitshill Road*, by Anne Fine - a story that explores bullying, how to conquer it and what to do if you find yourself as a bystander.
2. Whole School and year group assemblies include a programme of topics that promote inclusion, diversity, tolerance, e-safety and above all, kindness towards others.
3. Our Big Girl, Little Girl system creates a community where we respect, look out for each other and take responsibility for our actions.

4. Encourage pupils to speak openly about difficulties within friendships and about anything they perceive to be bullying with a trusted person.
5. Provide appropriate staffing before and after school, and during lunch/breaktimes. We recognise that bullying can sometimes take place – particularly in a more informal situation - changing lessons, in the toilets or playground out of earshot of supervising staff - and we address the problem pro-actively by discussing scenarios in our pastoral programme.
6. Staff model behaviour and reinforce behavioural expectations of their pupils.
7. The Junior School provides appropriate INSET opportunities for staff, for example, training from Stand Against Racism & Inequality (SARI). All staff read and rehearse the anti-bullying policy at the beginning of each academic year.
8. Provide regular pastoral evenings for parents, sometimes in conjunction with the Senior School, for them to hear from expert speakers about issues relating to friendships, bullying and social media.
9. Install and use software that allows monitoring of PCs and iPads where there is a suspicion of inappropriate use. An agreement about the use of ICT facilities is signed by the pupils. These measures aim to remind pupils how to use technology correctly and to raise awareness of the implications of misusing it e.g. for bullying.

We aim to deal with bullying in the following ways:

1. Parents are encouraged to contact the Headteacher or their daughter's classteacher with any concerns about bullying. Similarly the school will contact parents to inform them if their daughter is involved in any bullying incident.
2. In instances of cyberbullying, we shall refer to the e-Safety code of practice and to the Acceptable Use Policy, signed by all pupils and endorsed by their parents.
3. Pupils are not permitted to use mobile phones in school except with the express permission of a member of staff. If cyberbullying of any form amongst pupils should take place out of school it is treated in the same way as if it had occurred in school hours.
4. Pupils are actively encouraged to tell a trusted adult in school if they are being bullied or see or hear of bullying taking place.
5. When bullying has been observed or reported, the staff are committed to the following action plan.
 - Take an account from the victim and LISTEN. Note feelings and allow the victim to express these at length.
 - **With the knowledge and agreement of the victim**, convene a meeting of those involved in bullying (four/six children is ideal) including onlookers who may collude by failing to intervene.
 - Explain the problem and how the victim is feeling. Do not discuss details but rather the feelings of the victim.
 - Share the responsibility - do not attribute blame but state that you know the group members can do something about it.
 - Ask group members to make suggestions about ways in which they might help to make the victim feel happier.
 - Leave it up to them by passing the responsibility to the group. Arrange to meet again in about a week to see how things are going.

- Complete a CPOMs log as a record of events. Records of bullying are kept by the Headteacher and enable any patterns to be identified. Any incidents based on protected characteristics will be identified as such on the incident log and will be taken very seriously.
 - Meet group members and the victim individually a week later to talk over how things are going. Update the bullying/incident form and store in the relevant pupils' files. MONITOR THE SITUATION.
 - Ensure that pupils are clear what the sanctions are for bullying and that strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.
 - Records may be kept on CPOMs for purposes of pastoral or behavioural monitoring, as well as for child protection.
6. Pupils are taught that they can report bullying to school in the first place – or to someone they trust if it happens to be outside school, for example online. Anyone can make a complaint to the police about bullying but pupils are taught that it is usually a good idea to speak to the school first. If they are reporting cyberbullying they are told not to delete any messages and try to keep a record of the date and time of calls. Pupils can call 999 if in immediate danger. They are taught about the organisations that provide support and advice if they are worried about bullying, such as Bullying UK, Childline and Kidscape. Visits from the NSPCC reinforce this message.
7. Consideration will be given as to whether a bullying incident meets the definition of peer-on-peer abuse and appropriate action taken as set out in the safeguarding and child protection policy:

Peer-on-Peer Abuse

- This can be sexual violence, sexual harassment, physical abuse, sexting, initiation/hazing type violence and rituals.
 - All types of abuse are just that – abuse – and cannot be passed off as 'banter' or just 'having a laugh'.
 - We aim to reduce the risk by ensuring girls are well informed of this abuse, and where and when they are most at risk, through PSHE and external speakers. We review areas of the school where pupils feel less comfortable and assess them to reduce the risk.
 - Any allegations will be recorded and dealt with in line with this policy and the safeguarding policy, mindful that both victim and perpetrator are considered 'at risk'.
 - A bullying incident or peer-on-peer abuse may be treated as a Child Protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. External agencies such as First Response, Families in Focus or the police may be informed.
8. If the Headteacher feels that an offence may have been committed then they should seek assistance from the police and social services. Anyone can make a complaint to the police about bullying. Any disciplinary action must take account of learning needs or disabilities that pupils involved may have.
9. The school keeps records to evaluate the effectiveness of its approach and to enable patterns to be identified. If patterns of poor behaviour are identified in a particular year or group, additional support and pastoral intervention will be facilitated.

Monitoring

The anti- bullying policy and action plan are reviewed annually by the Headteacher and all staff in consultation with the designated governor.

Related documents

Prevention and Tackling Bullying (July 2017)

Cyberbullying: Advice for Headteachers and School Staff (October 2014)

KCSIE September 2020

This policy should be read in conjunction with:

E-Safety Code of Conduct

ICT Acceptable Use Policy Year 3 – 6

PSHE Policy

Safeguarding & Child Protection Policy

Behaviour and Sanctions Policy

Diversity and Inclusion Policy

Incident Report Form

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