

## Uplands Junior School

### Anti-Bullying Policy

May 2022

## Introduction

All children and young people at Uplands Junior School are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour. Our anti-bullying policy outlines how instances of bullying will be dealt with by the school and strategies put in place to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

At Uplands Junior School, our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills. We want to build a culture of respect for each other, for our environment and for ourselves. We aim to provide a secure, happy, attractive and inclusive environment where all children and staff are given full opportunities to develop the abilities they possess and reach their full potential.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's responses to bullying. Under s.89, our school must have measures in place to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

All staff, parents/carers and pupils will work together to prevent and reduce any instances of bullying at our school. There will be a zero tolerance policy in place at Uplands with a motto of '**Respect For All**'.

**This policy has been written in line with the UN Conventions on the Right of the Child taking into account the following articles: article 2 (non-discrimination), article 3 (best interest of the child), article 12 (respect for the views of the child), article 13 (freedom of expression), article 14 (freedom of thought), article 15 (freedom of association), article 19 (protection from violence, abuse and neglect), article 23 (children with a disability), article 28 (right to education) and article 31 (leisure, play and culture).**

This policy has also been written in conjunction with the following policies: Governors Behaviour Principles, Behaviour Policy, Online Safety Policy, Child Protection and Safeguarding Policy and PSHE Policy.

#### **The purpose of this policy statement is:**

- to prevent bullying from happening between children at Uplands
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

### Separate documents set out:

- our code of behaviour for children and adults in school and
- our policies and procedures for preventing and responding to bullying and harassment that takes place between adults at Uplands

### We recognise that:

- bullying causes real distress and affects a person's health and development
- in some instances, bullying can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

## What is bullying?

Bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another. It is often difficult for a victim to defend themselves against bullying.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs but frequent and happen over a period of time.
- **Intent:** The perpetrator means to cause verbal, physical, or emotional harm. It is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power Imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

**STOP**  
**Several**  
**Times**  
**On**  
**Purpose**

### What does bullying look/sound like?

Many different kinds of behaviours can be considered bullying. Bullying can be related to almost anything. Teasing another pupil because of their appearance / religion / ethnicity / gender / sexual-orientation / home life / culture / disability or special educational needs are just some of the types of bullying which can occur.

**Verbal** – name calling, mimicry, teasing, insulting, spreading rumours, swearing, making threats.

**Physical** – any unwanted or inappropriate touching, physical intimidation, hitting, pushing, kicking, pinching, poking, damaging or taking of belongings, deliberate pushing and shoving, threats of violence and extortion.

**Emotional** – spreading rumours, deliberate exclusion from groups, tormenting, ridiculing, isolating, refusing to work with another pupil, revealing personal information, threatening, inciting or coercing others to treat an individual in a manner that could be considered bullying.

**Cyber** – threats and intimidation, harassment/‘cyber-stalking’, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. (It can include messages intended as jokes, but which have a harmful or upsetting effect.) (see Online-Safety Policy)

## Legal issues related to bullying

Bullying is a form of Peer on Peer Abuse as listed in KCSIE 2021. It is a safeguarding concern and it is the responsibility of schools to prevent impairment of a child’s mental health. Peer on Peer abuse is most likely to include, but may not be limited to; bullying (including cyberbullying, prejudice-based and discriminatory bullying).

Under the Equality Act 2010 and the Equality Duty (5 April 2011), the school has a responsibility to: eliminate 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; foster good relations between people who share a protected characteristic and people who do not share it.

Under the Human Rights Act (HRA) 1998, schools could have charges brought against them if they allow the rights of children and young people at their school to be breached by failing to take bullying seriously. The National Association of Head Teachers has acknowledged this, adding to their guidelines that headteachers must ‘satisfy themselves’ that their school’s anti-bullying policy complies with the HRA 1998. Headteachers cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications could be considered criminal offences:

Under the Malicious Communications Act it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information in any media including internet sites.

Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

## Preventing Bullying

Prevention of anti-bullying at Uplands is through:

- Staff training and awareness to identify and respond to bullying.
- Staff training on warning signs and awareness of which groups of children are likely targets for bullies.
- Taking practical measures such as changing and organising seating arrangements in class can help to prevent instances of bullying.
- A culture of respect and code of behaviour so everyone at Uplands knows and understands our expectations for behaviour
- Potential victims of bullying should be drawn into working groups with children who do not abuse or take advantage of them.
- Opportunities to extend friendship groups and interactive skills will be provided through participation in special events (for example, drama productions, sporting activities, cultural groups.)
- All members of the school community should be made aware of the school's anti-bullying policies through participation in anti-bullying workshops, anti-bullying assemblies and promoting the 'Respect for All' motto within school.
- A safe, supervised place, such as the library, should be available for pupils to go at lunch if they are involved in conflict with their peers or wish to avoid a bully.
- Children should be encouraged to use the 'Worry Box' placed in each classroom if they feel they can't talk to anyone and the 'Online Worry Box' on the schools website.
- Staff will ensure when on playground duty we are supervising in all areas including cloakrooms (where possible).
- Staff will help children be aware of the importance of expressing concerns.
- Children will be encouraged to play with anyone using the Buddy Bench. We will select children to act as playtime peer supporters known as 'The Trick Box Team'.

Through our curriculum that includes opportunities to learn about relationships, behaviours and celebrates diversity.

- Staff will encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work and implementation of our PSHE policy.
- Bullying should be discussed, for example through circle time, as part of the curriculum and diversity, difference and respect for others should be promoted and celebrated through various lessons.

### [Review and monitoring of anti-bullying measures](#)

- The PSHE champion will cascaded any new guidelines or resources related to bullying.
- Monitoring of behaviour incidents will be completed by a member of the Senior Leadership Team to identify any patterns or areas needed to be covered in the curriculum.
- Monitoring of safeguarding concerns will be completed by the Safeguarding Team to ensure children received any support needed.
- Regular reviews of relevant policies will take place in line with legislation changes and updates.

## Staff guidance principles

- Prevention will be at the forefront of our anti-bullying policy.
- Staff will treat reports of bullying very seriously and will record any behaviours that cause concern following our reporting and recording safeguarding process including any bullying that has taken place online.
- Staff will not ignore suspected bullying.
- Unpleasantness by one pupil towards another will always be challenged and never ignored.
- Staff will take action immediately following the behaviour policy and Safeguarding policy. This applies to all staff, not only teaching staff.
- Staff will respect pupils' privacy and information about specific instances of bullying will not be discussed with others, unless in a setting the victim gives consent to.
- Follow-up support will be given to both the victim and bully in the months following any incidents to ensure all bullying has stopped.
- Staff will inform parent/carer of the children involved—\_and discuss what action has been taken.
- Staff will record any behaviour incidents in the incident log and log what action will be taken— **a safeguarding concern form is to be completed and given to the Safeguarding Team.**

## Roles and responsibilities.

It is the responsibility of all staff to be alert to possible harassment of pupils and deal with incidents of bullying as the highest priority. Other specific responsibilities are stated below.

- The governors will (evaluate and review) the anti-bullying policy, and will ensure that it is non-discriminatory.
- The Headteacher will review and amend the policy, using staff experience of dealing with bullying incidents in the previous year to improve procedures and taking account of new legislation and government guidance. The Headteacher and Senior Management Team will keep a record of all reported incidents, safeguarding concerns and provide appropriate training for staff members.
- Each teacher will correspond and/or meet with parents where necessary. They will also provide a point of contact—\_ for any future communication or support.
- Class teachers will be alert to social dynamics in their class and available for pupils who wish to report bullying. They will also provide follow-up support following bullying incidents.
- Subject teachers will ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the class teacher of such observations. Throughout the year, the composition of groups shows sensitivity to those who have been the victims of bullying.
- Parents/carers should inform their child's class teacher if they are concerned that their child may be being bullied/involved in bullying.
- Pupils should inform a staff member if they witness bullying, or are a victim of bullying. They should not respond to bullying by making counter-threats, walking away from any dangerous situations and avoiding involving other pupils in incidents. Pupils should be advised to retain all evidence of cyber-bullying.

## Our Procedures for dealing with bullying

Initial incidents: will be reported to the pupils' class teachers, who should investigate the incident and record it in the behaviour book, set appropriate sanctions (as per behaviour policy) for the perpetrator.

Persistent incidents: the procedure outlined below will be adopted by **a member of the Senior Leadership Team who are also part of the safeguarding team** in persistent incidents.

Interviews:

- The victim, alleged bully and witnesses are all to be interviewed separately.
- Try to ensure that there is no possibility of contact between the pupils interviewed, for example by texting.
- If a pupil is injured, take the pupil immediately to a first aider for a medical opinion of the extent of the injuries.
- Use a room that allows you to interview in privacy. A witness is essential for safeguarding.
- If appropriate, and necessary, ask all parties (bully, victim, witnesses) to write down details. This may need prompting with questions from you to obtain the full picture.
- Avoid making premature assumptions. It is important not to be judgemental at this stage. Listen carefully to all accounts, be non-confrontational and do not attach blame until your investigation is complete.
- Inform all pupils concerned that they must not discuss the interview with other pupils.

Record keeping:

- The teacher(s) who conducted the interviews should write out a brief summary of the incident. A separate interview sheet should be completed for each pupil involved and the written statements of each part should be included.
- This record should then be forwarded on to the Headteacher (Safeguarding lead), Deputy Headteacher (Deputy Safeguarding Lead) or Assistant Headteacher (Deputy Safeguarding Lead) who is responsible for holding all records centrally and year group informed.

## Responding to Bullying

We will make sure our response to bullying takes account of:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders
- our school as a whole.

### **Appropriate actions to deal with the victim:**

Actions taken in response to bullying will vary according to the nature of the incident and the pupils involved. As a minimum:

- The class teacher should check informally on a weekly basis for a month after the complaint of bullying.
- The classteacher should check formally the week after the bullying, and again during the same half term\_and report to\_the Headteacher (Safeguarding Lead) or Deputy Headteacher ( Deputy Safeguarding Lead)
- The class teacher may consider changing class dynamics by reassigning seating or groups
- Assign a 'trusted adult' and encourage the victim to tell a trusted adult in school if bullying is repeated.
- Encourage the victim to broaden their friendship groups by joining a lunchtime or after- school club or activity.
- Parents will informed immediately of any incidents of bullying and will be kept updated on a regular basis. If any parent/carers sends in any concerns regarding bullying this will be investigated within the next school day.

### Appropriate action to deal with the bully:

Conventional sanctions as per behaviour policy may be pursued. In addition to this, a planned response will typically include the following actions.(Adaptations can be used according to the nature of the bullying incident):.

- Class teacher and Head teacher should agree a plan of response to the bullying including action, sanctions and communication and review timescales
- Help the pupil to understand the consequences of their actions and warn them that there must be no further intimidation. Inform them of the type of sanction to be used in this instance (time outs, service-based activities etc.) and future sanctions if the bullying continues.
- try for reconciliation and a genuine apology from the pupil. This can be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. (Discretion should be used here; victims should never feel pressured into a face-to-face meeting with the bully.)
- Realise that some pupils do not appreciate the distress they are causing and are willing to change their behaviour.
- Reach agreement on reasonable long-term behaviour.
- Prepare the pupil to face their peer group - discuss what they will say to others.
- Inform parents about bullying incidents and what action is being taken\_and how it will be monitored and timescales for review. Face-to-face meetings between the class teacher/assistant headteacher/ headteacher or deputy may be appropriate.
- Class teacher will informally monitor pupil over the next half term.

### Follow-up\_and support:

We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

The progress of both the bully and the victim should be monitored by their respective class teachers on a daily basis. One-on-one sessions to discuss how they are getting on may be appropriate.

Follow up correspondence with parents a month after the incidence may be necessary. This should be from the Senior Leadership Team.

Pupils who have been bullied will be supported by:

- Being listened to (having an opportunity to meet with a member of staff of their choice).
- Being reassured.
- Being offered continued support.
- Being offered counselling where appropriate.

Pupils who have bullied others will be supported by:

- Receiving a consequence to their actions.
- Being able to discuss what happened.
- Reflecting on why they became involved.
- Understanding what they did wrong and why they need to change.
- Appropriate assistance from parents/carers.

After an incident of bullying the Senior Leadership Team will review any actions that needs to be taken concerning any bystanders or a whole school issue. The SLT will address any issues through assembly topics, PSHE discussions, curriculum content and themed workshops.

## **Online Bullying**

Any incidents of cyber bullying will be treated in the same manner as any other type of bullying. An online safety concern form will also be completed and reported in the same manner as Safeguarding. Guidance in the online safety policy will be followed regarding capturing evidence.

## **Bullying outside of the school**

Teachers have the power to discipline pupils for misbehaving outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops or in the town centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Headteachers have a specific statutory power to discipline pupils for poor behaviour 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 therefore not under the lawful charge of a school staff member.

The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the



misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

## **Policy Review**

This policy will be reviewed every two years with the guidance of parents, governors and the most up to date 'Keeping Children Safe in Education' documentation.

**Next review date:** March - 2024