


Bridge Junior School

Anti-Bullying Policy 2023-24

Date ratified:	October 2023
Review Date:	<i>This policy will be reviewed annually. Any suggested amendments will be presented to the Governing Body for approval.</i> October 2024
Coordinator/s:	Deputy Head
Signed (& dated) by:	 Lee Jowett (Chair of Governors)

At Bridge 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. Bridge Junior school affirms that bullying is an unacceptable form of behaviour and bullying behaviour in what ever form will not be tolerated. We aim to create a caring, happy, listening environment where everybody will respect each other and accept differences. We encourage all who come to our school to feel good about themselves. All people are equal. The school makes no discrimination or differentiation on the grounds of race, colour or ethnic background and shall treat every person with equality and esteem and the respect and dignity due to them. We are all mutually responsible for the well-being of each other and ultimately it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos. Bullying can cause a great deal of unhappiness; the only efficient way to deal with bullying behaviour is to bring it out in the open. Everyone has the right to come to school without the fear of being bullied.

Under the Children Act 1989 and Inspections Act 2006 a bullying incident should be addressed as a child protection concern when there is “a reasonable cause to suspect that a pupil is suffering, or likely to suffer, significant harm” This document applies to all forms of bullying, including cyber bullying, sexism, racism, LGBTQ, homophobic, transphobic, peer on peer abuse, harmful sexual behaviours, sexual violence and sexual harassment. This policy is also written in conjunction with our Positive Behaviour Policy, E- Safety Policy and Child Protection & Safeguarding Policy.

Bullying in all its forms is unacceptable between any members of the Bridge Community- child on child, child on adult, adult on adult, adult on child.

It is harmful, hurtful and anti-social. It undermines confidence, erodes self – esteem, discourages respect and disregards dignity. All members of the school community will aim to take proactive approach to the prevention of bullying by promoting strategies to discourage it. These strategies are embedding in the school ethos (SHINE values), the hidden curriculum, the school curriculum, the school environment, the school routine and the curriculum.

This policy has been written with principals in the Leicester City ‘Roar like a Lion’ Anti-bullying Strategy:

<http://schools.leicester.gov.uk/home/access-and-inclusion/psychologyservice/anti-bullying/roar-like-a-lion/> and the DfE advice on Preventing and Tackling Bullying:

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-andtackling-bullying>

What is Bullying?

Bullying is the persistent use of any kind of behaviour with the intention of hurting another person, and which results in pain and distress to the victim. There are many definitions of bullying, but most consider it to be (The Children’s Act 2004):

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

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”, (Preventing and Tackling Bullying, DFE Guidance, July 2017).

The Leicester City LA definition of bullying is “A physical, psychological or verbal attack against an individual or group of individuals by a person, or group of persons, causing physical or psychological harm to the victim.”

As a school, we define bullying to our community as, unacceptable behaviour that happens “**Several Times on Purpose**” (STOP).

Bullying can take many forms and is often motivated by prejudice against particular groups of race, religion, gender, gender identity, sexual orientation or because a child is adopted or has caring responsibilities, all of which are unpleasant for the victim. Bullying can take place anywhere, i.e. in the classroom, playground, toilets, on the journey to and from school, on trips and cyberspace. It can take place in group activities and between families in the local community.

Bullying can be:

- Emotional Bullying – Being unfriendly, excluding, tormenting (e.g. hiding another person’s property/belongings, threatening gestures)
- Emotional bullying is when a person tries to get what they want by making others feel angry or afraid.
- Physical Bullying – Pushing, kicking, biting, hitting, punching or any use of violence This is any bullying that hurts someone’s body or damages their possessions. Stealing, extortion of money, shoving, hitting, fighting, and destroying property all are types of physical bullying.
- Direct or Indirect Verbal – name calling, sarcasm, spreading rumours, teasing When someone undermines another’s reputation through rumours or other gossip within their social group.
- Excluding someone from an activity, conversation or other group setting
- Mocking someone for something about their appearance or personality
- Gossiping about another person in a malicious manner
- Extortion of money or items of property.
- Cyber-Bullying – All areas of the internet, such as email, social media (face book/twitter/snapchat / Instagram), instant messaging and networking, internet chat rooms/forums.

Use of mobile telephone text messaging & calls, and the misuse of associated technology i.e. camera and video facilities, iPad, game consoles. 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 home and private space, with a potentially bigger audience, and more accessories as people forward on content.

-Racist Bullying – Racial taunts, graffiti, gestures 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. Racial bullying will not be tolerated and treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults.

-Homophobic Bullying – Issue of sexuality This occurs when bullying is motivated by a prejudice against any LGBT and person. Sexual Bullying Sexual bullying has an impact on both genders, it is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

-Vulnerable Groups We recognise that some groups of pupils may be more vulnerable to bullying, including: • Looked after children • 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 LGBT If a child attending this school is a victim of bullying occurring either within the school or within the community, then it will become a concern of this school it is our priority to ensure the immediate safety of all of our pupils & staff.

It is important to respond to bullying because bullying is hurtful, nobody deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect.

ALL Staff, governors, pupils and parents have an understanding of bullying and clear procedures for reporting bullying are understood and followed. Incidents of bullying are always dealt with. The school is proactive in respect of unacceptable conduct which occurs outside the school that is connected to the school, including issues that occur on the way to and from school and outside school hours. Issues involving texting, emailing and social networking sites are also dealt with in the same way.

How do you know if a child is a victim of bullying?

The person might behave in an uncharacteristic manner. The victim might be unusually absent or late or might not want to join in with games and activities. Their schoolwork might suffer and personal possessions might go missing.

How do you know if an adult/member of staff is a victim of bullying?

The person may have a sudden change of behaviour. The victim may be absent from work more frequently. Their work may suffer, they may seem withdrawn and unhappy.

How can we recognise bullying behaviour?

A person showing bullying behaviour may like to have power over others. They may be loud and bossy but may also be quiet and manipulative. Sometimes they work alone and sometimes in groups. They may try to scare/intimidate people whether they are children or adults. Often, they are, or feel insecure, so try to persuade others to join in with them. They often spread upsetting rumours about people.

Don't Suffer in Silence. Your silence is their greatest protection:

- Start
- Telling
- Other
- People

- **Tell** someone you can trust – Parent, grandparent, school buddy, teacher, friend, brother, sister.
- **Try** not to show the bully you are upset.
- **Stay** in a group and avoid areas where bullying can take place.
- **Be** assertive without being aggressive (Practise this).

If you are worried about telling someone that you feel you are being bullied, or any other concern you have use your classroom system (post it in the class worry box) to let your teacher know, or tell your class representative on the School Council or a school buddy.

Helping Hand 5 people to tell:

- Our friend
- Our teacher
- Adults at school
- Adults we know
- Parent(s) or carer(s)

The alleged perpetrator(s) will be talked to. In serious cases parents will be told and will be asked to come into a meeting to discuss the problems. If necessary and appropriate, police will be consulted. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. An attempt will be made to help the perpetrator/s change their behaviour.

What to do if you are a victim of bullying (Staff/Adult)

Follow the agreed staff protocol and procedures in the Staff Induction Policy. See terms and conditions of employment. Seek union advice.

- Start
- Telling
- Other
- People

What to do if you suspect a child or adult of being a victim of bullying?

Bridge Junior School advises you to:

1. Tell an adult – parent/member of staff, remember: SILENCE IS THE PERPETRATOR'S GREATEST PROTECTION. You are not telling tales. In the case of a member of staff/adult being bullied, inform Headteacher, line manager or governor.
2. If possible take action. Show your disapproval. Take responsibility – be a good friend/colleague.
3. Don't stand by – this will be interpreted as support for the bully.

What to do if you suspect your child of being a victim of bullying?

A child may indicate by signs or behaviour that he or she is a victim of bullying.

The child may:

- Be frightened of walking to or from school
- Be unwilling to go to school
- Be feigning an illness
- Be unwilling to go into school/classroom (clings to you)
- Begin doing poorly in their school work
- Come home regularly with clothes or books damaged or spoilt
- Become withdrawn, start stammering
- Become distressed, stop eating
- Cry themselves to sleep
- Have nightmares and even call out 'leave me alone'
- Have unexplained bruises and/or scratches
- Have their possessions go 'missing'
- Ask for money or begin stealing money
- Refuse to say what's wrong
- Give improbable excuses to explain any of the above

If you think that your child is a victim of bullying, reassure them of your support and contact your child's class teacher, Headteacher or Deputy Headteacher at school straightaway by phone, note or in person.

If your child will talk to you about the bullying write the information down and try to include details such as the name of the alleged perpetrators, any witnesses, and the time and place of each and every incident and pass this on to your child's teacher or the Headteacher. We will then be able to gain a clearer picture by talking to everyone involved as soon as possible after the incident.

- Don't encourage your child to hit back, as he or she may lay themselves open to counter accusations if they do
- Boost your child's morale. Help him or her to realise that it is not he or she but the perpetrator who should feel ashamed.
- Inform the class teacher of any circumstances at home that may affect your child's behaviour.

What to do if you suspect your child to be the perpetrator of bullying?

It can be difficult for any parent to accept or acknowledge that their child may be bullying other children.

1. Remain calm. Talk things over and try to discover why they are bullying others. He/she, like the victim, needs help and support.
2. Share your concern with the school and ASK FOR HELP.
3. Help your child to accept responsibility for his/her actions.
4. Be aware of the signs of repeat behaviour in the future.

What Bridge Junior School is doing to counteract bullying?

- Each year group is represented by members on the School Council. Class issues are brought to the council meetings.
 - Every September, classes write their own class rules and display them in the classroom and also go over The Shine Code
 - Class teachers make children aware of the above on a regular basis as part of the everyday curriculum, PHSE lessons and through units of work in all year groups every term
 - Class teachers address the importance of friendship in PHSE particularly with regard to the development of the emotional and social competence of pupils. The process includes how to make friends and how to cope with friendship breakdowns and reinforce the importance of class identity.
 - During Anti-bullying Week, and at other times, the School Council or class groups perform songs, raps, role plays etc for the whole school dealing with a wide range of issues on the subject of bullying.
 - Weekly assemblies reinforce how pupils can improve their relationships with others.

Information, including the telephone numbers of CHILDLINE/NSPCC are displayed on community notice boards.

Bridge Junior School Primary School also:

- Promote Anti-Bullying Week/links to our curriculum
- Have whole school assemblies around the theme of bullying and stranger danger and PANTS rule.
- Have whole school staff training around the issue of bullying (and how to identify it)
- Peer support/buddies at break and lunchtime

What all staff are doing at school to prevent bullying behaviour from occurring?

- The staff show that everyone is equal by word and example.
- The school has established a Key Stage 2 School Council with representatives from each year group. Problems, issues and concerns of the pupils are discussed openly and, wherever possible, solutions are found.
- All complaints are investigated and if found necessary parents of victims and perpetrators are contacted immediately by telephone and if necessary by letter to officially record the incident and meeting. Sometimes it may be necessary to arrange a meeting with both sets of parents to discuss the issues. Children are taught strategies of how to deal with bullying through their work in the Cambridge Scheme and No Outsiders projects.
- Bullying is an open subject, it is discussed at assemblies and in class and children are encouraged to discuss any problems.
 - Children are encouraged to accept responsibility for their actions. Children are told that hurting people, whether physically or emotionally, is wrong.
 - Each child is encouraged to recognise his/her own self-worth through play, writing and discussion (e.g. circle time).
 - Emphasis is placed on caring and kindness to counteract bullying behaviour. Language such as 'Why have you chosen to ...?' is used to encourage the child/children to think through their actions.
 - Every effort is being made to develop a positive attitude, confidence and self-esteem in all the children whereby tolerance of others and respect for individual differences are seen as being of paramount importance in relationships with others.
 - Openness and honesty about fears and feelings is encouraged so that opportunities arise for identifying bullying e.g. writing stories, games, discussions and role play.

PLEASE REMEMBER BRIDGE JUNIOR SCHOOL IS A LISTENING SCHOOL, COME AND TELL US IF THERE IS A PROBLEM **Start Telling Other People - STOP**

Bridge Junior School:

- Takes all bullying problems seriously.
- Investigates all incidents thoroughly.
- Keeps a computer record of the incident, investigation and outcome (recorded on CPOMS).
- Informs parents of both perpetrator and victim if the incident is found to be one of bullying.
- Provides support for both victim and perpetrator.

Procedures for teachers:

1. Record all reported incidents on CPOMS.
2. Talk to the children involved.
3. If the incident is serious or is part of a series of similar incidents, the Headteacher or Deputy or Year Group Leaders will contact parents or if necessary and if appropriate the police.
4. Continue to monitor the situation.

Procedures for Lunchtime Supervisors:

1. Inform the class teacher of Deputy Head of recurring incidents as above. The Deputy Head has regular meetings with supervising staff as well as joint Lunch times supervisors and TA's meetings to discuss any issues.
2. This is regularly monitored and reported to class teachers and the Senior Leadership Team

Procedures for reported incidents before or after school hours:

1. Reported incidents are dealt with seriously and in the same way as incidents that happen in school hours where pupils are involved. Parents will be requested to escort their children to and from school under close supervision.
2. In incidents which involve other individuals, action will be taken in a way that is reasonable. Other Headteachers may be contacted or the police if deemed necessary.

Recording of Incidents.

All staff are responsible for recording any incidents of bullying. If a child is the victim of bullying, the incident is recorded on CPOMS. In the case of an adult being bullied then the incident is reported immediately to the Headteacher who keeps staff records, alternatively the Chair of Governors. The Headteacher has overall responsibility to ensure incidents of bullying are recorded. The Deputy Head teacher leads on Positive Behaviour and Anti-Bullying. Information on recorded incidents is made available to the School governors through the termly Headteacher's Report.

Useful Information:

[bullying1.indd \(leicester.gov.uk\)](#)

[cyberbullying-advice-for-parents-and-carers.pdf \(leicester.gov.uk\)](#)

[the-role-of-the-anti-bullying-lead-governor.pdf \(leicester.gov.uk\)](#)

[L0363_AntiBullyingLft_AW11.indd \(leicester.gov.uk\)](#)

[Positive and peaceful places - Leicester's Anti-Bullying Charter](#)