

# **Bradford Grammar Junior School**

## **Anti-bullying**

### **Policy Document**

## **Anti-Bullying Policy**

**Written in conjunction with DCSF Guidance Safe to Learn - embedding anti-bullying work in schools.**

### **Introduction**

All staff, pupils and parents should have an understanding of bullying and know that at Clock House bullying will not be tolerated. Bullying can take many forms including physical, verbal, gender, sexist, homophobic, racial, cyber and religious bullying. We treat all incidences of any type of bullying seriously and there are some broad guidelines which should be followed.

(Please also read the School Anti-Bullying Policy in the Whole School Staff Handbook)

### **Aims and Objectives**

The aim of this policy is not only to help staff and pupils to deal with bullying when it occurs, but even more importantly to provide a culture in which bullying is prevented.

### **Definition of Bullying**

Bullying can take the form of:

racial, religious, cultural, sexual/sexist, homophobic, disability and cyber (social websites, mobile 'phones, text messages, photographs and email).

### **The seriousness of Bullying**

Bullying has been known to cause:

psychological damage and even suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

## **Guidelines - Procedures to follow (in conjunction with the School Behaviour policy).**

**In all cases of bullying a serious incident form must be completed. These are found on the network in the Clock House Policy folder.**

### **Who to tell?**

As indicated later in this document children must be encouraged to seek out any member of staff including lunchtime supervisors and paired readers.

Staff must be responsive to allegations of bullying. The member of staff who is first contacted by the pupil takes initial responsibility for investigating the incident (in the event that the person contacted is not a teacher, they should immediately contact a member of the teaching staff). It is essential that pupils have the confidence that all allegations are taken seriously and acted upon. The incident will always be investigated and recorded. The Form Teacher of both the victim and the culprit (if proven) will be kept fully informed, as will the Deputy Head or Head.

### **Recording of Bullying:**

- All incidents of bullying should be placed on a Serious Incident form and dealt with as per the Behaviour Policy. With follow up meetings etc. The serious incident forms are kept in a folder in reception to allow any patterns or trends to be identified and one copy is placed in the pupil's personal folder.
- After initial investigations, if the incident appears to be a serious one, the Deputy Head should be closely involved as well as the form teacher(s).
- If the matter is very serious, the Deputy Head and Head will assume responsibility for continuing the investigations.
- Some members of staff, including the school nurse, have considerable experience in dealing with bullying issues and can offer advice.
- When serious incidents occur, the parents of the bully and the victim should be informed.
- Where appropriate the parents of the bully and the victim will be asked to come to School for a meeting.

- In extreme cases the police will be informed.
- Enquiries should be made to determine the reasons for the bully's behaviour and, if possible, action taken to alter the behaviour of the bully or bullies. The victims of bullying should receive support and help to develop strategies for dealing with bullying.
- Disciplinary action will be taken against the bully including a written assurance that s/he will not be involved or responsible for any further incidents of bullying. In cases of severe and persistent bullying exclusion may be necessary.

Having established who the culprit is and taking appropriate action, a follow up meeting within two weeks should be held by the Form Teacher/Deputy Head in order to prevent this happening again. A further meeting during the next half term is also recommended. In this way support is given not only to the victim but also to the bully.

- In some cases supervision at break time and lunchtime will be considered for the bully and any other appropriate measures.
- In the most serious cases, it may be necessary to seek assistance from outside agencies to help with the victims and bullies i.e. specialist counselling may be needed.
- In extreme circumstances suspension and expulsion will be considered.

### **What we can do**

We raise awareness of staff through training, focussed staff meetings and taking action to reduce the risk of bullying at times and in places where it is most likely. We can use elements such as personal, social, health and citizen education (PSHCE), assemblies, projects (group work), drama, stories, bringing bullying into historical events, current affairs and so on.

We should always bear in mind that the anti-bullying policy and the school's behaviour policy make it clear what the sanctions are for bullying (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying). They also indicate what support is required for the victim and the bully.

All schools have the potential for bullying to be a serious problem and Clock House is no exception. The usually exceptional behaviour of the pupils should not lead to complacency.

As staff we can lead from the front and make sure that no sexist, racist, homophobic or other jokes, suggestive remarks and criticisms are made. Pupils will see the way staff treat each other and so even casual joking or innuendo on the above topics should be avoided. The school population as a whole is incredibly tolerant of others and this should constantly be reinforced in all aspects of school life.

Bullying behaviour can affect pupils in a number of ways. When pupils are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem, blaming themselves for “inviting” the bullying behaviour. This unhappiness is likely to affect their concentration and impair their learning. Some children may experience stress-related symptoms: stomach aches and headaches; nightmares or anxiety attacks. Some will avoid being bullied by not going to school. We must all be aware and watch for symptoms that may suggest bullying.

### **Promoting the Anti bullying message:**

If unchallenged, other pupils can learn that bullying is a quick and effective way of getting what they want. Bullying can pervade the relationships of pupils and become accepted as normal.

- The anti-bullying message must be repeated in form, house and whole school assemblies; and via the Form Teacher.
- Pupils should be constantly made aware that we, as a school, will not tolerate bullying. They must constantly be told that they should not suffer and that any teacher or supervisor is prepared to help. They should always be encouraged to talk to someone.
- The help and assistance of staff responsible for particular groups of pupils, such as in sports teams or drama, should also help in disseminating the anti-bully message.

- Younger children will often notice bullying and will usually tell teachers about it. This atmosphere of looking after others should be positively encouraged by all teachers.
- Potential victims of bullying should be encouraged to use specific parts of the school as a safe refuge for example, the area outside the staff room, the lunchtime work room or reception area, prior to speaking with a member of staff.
- Duty staff and lunchtime supervisor should be particularly vigilant when patrolling the school and playgrounds.
- Offenders may lose their right to use the lunchtimes and break times as they wish.
- Staff should be aware of the potential for the development of groups or factions in school. These groups could be year groups, religious or ethnic groups, sexist or racist in character. These should be actively discouraged.