

Compassion – Courage – Hope – Integrity – Justice  
Respect – Responsibility - Wisdom



**Herne Bay Junior School**

# Anti-Bullying Policy

**Policy Agreed: Sept 2016**

**Review Date: Sept 2018**

## **HERNE BAY JUNIOR SCHOOL ANTI-BULLYING POLICY**

### **DCSF Definition of Bullying:**

- It is deliberately hurtful behaviour
- It is repeated over a period of time
- It is difficult for those who are being bullied to defend themselves.
  
- Bullying can take many forms but four main types are:
- Physical: hitting, kicking, taking belongings
- Verbal: name-calling, insulting, racist, or homophobic remarks
- Indirect: spreading unpleasant stories or excluding someone from social groups.
- Cyber-bullying (see e-safety policy)

### **Our Approach to Addressing Bullying**

Bullying, both verbal and physical, will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

In our school children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt. Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two children of equal power and strength fight or quarrel.

### **Aims:**

- We aim to prevent bullying at Herne Bay Junior School
- We aim to raise children's awareness of bullying behaviour and the school's anti-bullying policy
- We aim to challenge attitudes about bullying behaviour, increase understanding for bullied children and help build an anti-bullying ethos in the school
- We aim to improve the play facilities so that we provide an interesting and stimulating environment for children alongside quiet seating areas that can be easily supervised

### **Reason for being a victim may be:**

- Race/sex/background/appearance
- New child in school
- Child with family crisis
- Disability/health
- Timid children who may be on the edge or outside a group

Bullies make life miserable for many children.

**Reasons for being a bully may be:**

- Victim of violence
- Bullied at home
- Enjoyment of power/creating fear
- Not allowed to show feelings
- Copying behaviour at home or on TV
- Unhappy
- Insecure (coward at heart)
- Self-hating

It occurs in children from all backgrounds, cultures, races, sexes, from Nursery to 6th Form and as adults.

**General:**

Boys often bully younger children of both sexes.

**Statements about Bullying:**

- Girls often use verbal abuse and ostracise from peer group – usually to other girls
- Some victims are also bullies
- Some victims are treated as culprits
- Onlookers are condoning bullying and becoming part of bullying

**Early Signs of Distress:**

- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late

**Framework for Anti-Bullying:**

Prevention is better than cure so at Herne Bay Junior School we will:

- Deal with one off incidents as they occur to prevent them becoming a bullying issue
- Be vigilant for signs of bullying
- Always take reports of bullying seriously and investigate them thoroughly

Children will be encouraged to report all incidents of bullying to an adult.

**Each Class Teacher should:**

Use the curriculum to increase children's awareness of bullying and to help them to develop strategies to combat it. Use discussion and role-play to explore issues related to bullying and to give individual children confidence to deal with 'bullying'.

If the incident is not too serious, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions that might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the children find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with the children can find out whether their solution has been effective or not.

A record must be kept of the incident (date, time, place, names of children involved and their accounts of what happened) in the behaviour book. Older children may be able to write what happened themselves and this can be kept in the book.

Serious incidents must be reported to the Headteacher or a member of the Leadership Team.

Persistent bullies will have a fixed term exclusion imposed and, in very serious cases, will be permanently excluded.

**Duty Staff should:**

- Ensure children are supervised at playtimes and lunchtimes.
- Monitor secluded areas such as toilets, corridors and doorways.
- Observe children's play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- Investigate and record every allegation of bullying.
- Encourage children to use the play equipment and quiet areas around the school.

**Parents:**

Parents of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken.

Involvement of parents at an early stage is essential. The family of the bullied child may wish to involve the police in charging the bullying child(ren) with assault. This is their right.

If things have not gone well, the problems will be further analysed with the possibility of outside agency involvement – e.g. behaviour support service. Parents will be kept informed at all stages.

**Strategies for managing incidents of bullying****1. Records**

Children should report bullying to a member of staff, who must inform the class teacher involved. The class teacher should immediately inform the Behaviour Assistant and/or the FLO.

Reports of bullying will be logged by the Behaviour Assistant or FLO on the **Bullying Incident Form**.

Where bullying is of a racist nature it will be reported to the Headteacher who deal with the allegation and will record it using a Racial Incident Report form.

**2. Action**

As soon as possible, anyone involved needs to be listened to and interviewed by Behaviour Assistant or FLO, including witnesses. Staff must reiterate the school rules stating that bullying will not be tolerated and remind children they are responsible for their own actions – they have choices.

Parents of any pupils involved will be informed at an early stage.

Children reporting incidents will be reassured they are right to do so.

Appropriate sanctions will be agreed once the allegation has been fully investigated.

A copy of the Bullying Incident Form must then be sent to the Assistant Headteacher. If the allegation is substantiated, the Headteacher will be informed and, at minimum, meet with the perpetrator. If necessary, parents will be invited in to school to discuss the incident.

**Related Policies**

Behaviour Policy  
Equal Opportunities Policy  
Child Protection Policy  
E-Safety Policy

HERNE BAY JUNIOR SCHOOL

BULLYING INCIDENT FORM

ALL INCIDENTS SHOULD BE REFERRED TO THE ASSISTANT HEADTEACHER

Incident Reported by		Position in school	
Incident Reported to		Position in school	
Date:	Date of Incident:		Term

**SECTION 1 – DETAILS OF THOSE INVOLVED IN THE INCIDENT**

Record details of each perpetrator and victim (if more than one). Please attach an additional sheet if necessary.

VICTIM	PERPETRATOR
Name _____	Name _____
<input type="checkbox"/> Pupil in school? If yes, pupil number and key stage	<input type="checkbox"/> Pupil in school? If yes, pupil number and key stage
_____	_____
<input type="checkbox"/> Member of staff or governor? If yes, please give status	<input type="checkbox"/> Member of staff or governor? If yes, please give status
_____	_____
<input type="checkbox"/> Pupil from another school?	<input type="checkbox"/> Pupil from another school?
<input type="checkbox"/> Other (specify, e.g. parent or visitor)	<input type="checkbox"/> Other (specify, e.g. parent or visitor)
_____	_____
<input type="checkbox"/> Involved in previous incidents? If yes, how many and when?	<input type="checkbox"/> Involved in previous incidents? If yes, how many and when?
_____	_____
Year Group	Year Group
_____	_____
Ethnicity (for pupils only, from pupil records)	Ethnicity (for pupils only, from pupil records)
_____	_____
Gender      M <input type="checkbox"/> F <input type="checkbox"/>	Gender      M <input type="checkbox"/> F <input type="checkbox"/>



- Discussion with the perpetrator's parent(s) / guardian / carer
- Restorative Justice
- Mediation
- Mentoring
- Counselling
- Curriculum change or addition
- Exclusion
- Referral to Police
- Referral to another body
- Other sanction (please specify).....
- Other action (please specify).....
- No action

**If no action was taken, why was this (e.g. allegations were unsubstantiated)?**

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Signed (incident investigator) \_\_\_\_\_

Signed (AHT) \_\_\_\_\_ Date \_\_\_\_\_

*The school should retain this form.*

*The LEA will regularly collect information about racial incidents.*

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