



## **Portway Junior School: Anti Bullying Policy**

At Portway Junior School we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a happy and secure place. The maintenance of good behaviour and discipline is the responsibility of all staff who will support each other in encouraging good behaviour in all pupils, and not just those for whom they have a specific class responsibility. This is a key part of our school values and ethos within the school Portway Code: ready, respectful, safe.

The purpose of this policy is to identify ways in which we aim to:

- ensure that all staff, governors, pupils and parents have a shared understanding of bullying,
  - reduce the likelihood of bullying incidents occurring
  - respond to the needs of children who have been bullied and of those responsible for bullying
- Respond to incidents of bullying, should they occur.

We consider bullying to be any repeated physical or verbal act of aggression which is a wilful or considered desire to hurt, threaten, intimidate or frighten someone singled out, whether by an individual or by a group. This can take various forms and can be carried out by adults or children. It can be:

- Physical - pushing, hitting, kicking, taking or damaging the belongings of others. Unwanted physical contact, inappropriate touching (this would also be recorded as a safeguarding concern)
- Verbal - name calling, teasing, insulting, making offensive remarks which can be of a discriminatory nature, e.g. racist / sexual etc, spreading rumours, belittling. This can also be prejudice related - derogatory and discriminatory language and behaviour, including language and behaviour that may be directed towards others because of their race, ethnicity, nationality or because they are lesbian, gay, bisexual or trans or are perceived to be, or have a parent/carer/sibling/friend who is, or because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior. Where prejudicial language is used, this will be reported to the county.
- Sexual - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc. (this would also be recorded as a safeguarding concern)
- Psychological - excluding an individual, refusing to talk or or acknowledge an individual
- Indirect - spreading unkind stories about another person, exploiting friendships.
- Cyber - misuse of email and/or the internet and mobile phone threats by texting and/or calls, posting on social media, sharing photos and sending nasty texts

All children need to be supported within a safe environment where high standards of personal behaviour are expected in order for them to achieve their potential.

This policy has been developed to reflect the most recent Keeping children Safe in Education (KCSiE) statutory guidance (1.9.2022) and will work in conjunction with the Behaviour Policy.

### **Prevention**

We aim to:

- Provide a safe and calm learning environment where everyone feels valued
- encourage children to speak out about bullying
- specify those types of behaviour which are considered to be bullying and make it clear that they are unacceptable
- reward non-aggressive behaviour and sanction aggressive behaviour
- use PHSE lessons, as well as visitors to the school to promote, in a positive way, people from minority groups and avoid stereo-typing
- employ strategies to help new pupils feel at home
- provide guidance for parents and pupils, via the school website, to encourage positive and responsible use of technology, especially mobile phones and social media.
- Efficiently patrol the school at break and lunch times and use peer groups, such as playground leaders to promote positive and inclusive choices and relationships.
- Positive play / lego therapy / pastoral support for identified pupils.
- Regular staff training and development for all staff, including lunchtime supervisors and staff who lead our before and after school clubs
- Regular safeguarding training for all staff led by DSLs
- Teach a robust PSHE curriculum (using Jigsaw) that ensures high quality lessons on diversity and celebrating difference are taught across the school

These aims will be achieved by a whole school approach of:

- Using the STOP acronym to help children understand what bullying means. STOP, in this case, stands for Several Times On Purpose as well as Start Telling Other People. This helps children to understand that bullying is something that happens over time, is not an isolated incident and emphasises the importance of speaking out about it.
- regularly reminding children of the importance for behaviour that is ready, respectful and safe, and everyone's responsibility to demonstrate this
- Encouraging communication in a variety of ways, through class sessions, circle times and in whole school and Year group assemblies. One to one support will be provided when required.
- identifying opportunities for discussing issues surrounding bullying through areas where discussion arises, such as:
 

<i>drama/role play</i>	<i>cooperative game playing</i>	<i>history topics</i>
<i>circle time</i>	<i>R.E.</i>	<i>scheme of work for PSHE</i>
- reassuring new intakes and warning potential bullies that such behaviour is unacceptable in our school
- discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender or appearance related difference. As well as different family situations such as looked after children or those with caring responsibilities.
- Encouraging children to report incidents to all staff including MDSAs, TAs, teaching and non-teaching staff. This will be achieved by staff listening and responding to their anxieties
- Where appropriate, working with outside related agencies to make presentations in assemblies about effects of bullying and strategies for avoiding and managing any incidents that do occur.

**All staff are expected to follow the following guidelines for dealing with bullying**

- All pupils should be shown that bullying is taken seriously
- Members of staff should respond calmly and consistently
- A secure environment should be provided in which incidents can be reported. It should be made clear to children that there are incidents where confidentiality cannot be promised. For further guidelines see the Confidentiality Policy
- The pupil who has been bullied should be made to feel safe
- All parties should be protected while the issues are being resolved
- The person who has done the bullying, and those who may have colluded, should be encouraged to behave in a more acceptable way in the future
- Intervention should be monitored and followed-up appropriately
- A dated record of events, incidents and actions taken should be noted on the CPOMS system, ensuring that the bullying category is selected and that the DSL team (which includes the Headteacher) is notified. This will ensure there is a clear record of any issues and that the number of incidents can be easily tracked via the CPOMS system.
- Class teachers will inform parents of both parties about the incidents that have taken place and the actions taken

If the investigation reveals that the incident is of a serious nature or that the bullying is persisting, class teachers with the support of the Inclusion Team, are expected to

- offer the victim continued support which may include time with the ELSA or SENCo
- Report the behaviour to the DHT or HT.

The DHT or HT will then:

- seek to discuss the matter with the parents of the victim
- inform the parents of the bully, making clear that the nature of the bullying is unacceptable and making clear the consequences of any repetition of these actions
- keep a dated record of events and actions recorded on CPOMS
- Arrange for both victim and bully to be closely monitored.

**We expect staff to**

- to model ready, respectful, safe behaviour
- be available, ready to listen and offer immediate support
- listen and ask who was involved
- ask the child how she or he is feeling
- respond in a non-aggressive way and provide a model of positive behaviour
- Report incidents via CPOMS, selecting the bullying category and tagging DSL, class teacher and other members of staff involved.
- make the unacceptable nature of the behaviour, and the consequences of any repeated behaviour, clear to the bully

**Working with parents**

Parents will:

- be encouraged to understand the school's behaviour management and anti-bullying policies
- be informed when bullying has taken place
- be involved in joint problem solving to minimise the likelihood of further bullying
- be given all necessary, relevant information about the incident(s)

- be given an opportunity to express their feelings

### **Working with children**

Teaching about bullying:

- will be undertaken with classes or groups of children by the class teacher, ELSA or SENCo
- Will be led through our PSHE curriculum (following Jigsaw)
- children will be actively encouraged to report incidents to any adult
- children will be encouraged to talk to a trusted adult
- children are expected to understand the school ethos and the type of behaviour that is expected and that which is unacceptable
- the children will be regularly reminded, through assemblies and the curriculum, and other formal and informal approaches such as circle times, of the importance of showing ready, respectful and safe behaviour to everyone
- the importance of ready, respectful and safe behaviour will be modelled by staff
- children will be spoken to respectfully
- all children will be noticed and valued
- all children will have access to rewards
- all children will be taught that effort is as important as achievement
- all children will be taught ways to stay safe when using the Internet in line with the Internet Access Policy, and also in relation to new and emerging technologies.

### **Review**

The headteacher and SENCO will regularly monitor this policy in order to ensure that it is fully implemented.

### **Linked policies:**

Behaviour Management  
Child Protection  
Complaints policy  
Single Equality Statement  
PSHE / RSE policies  
SMSC  
Internet Access

## Useful links and supporting Organisations and Guidance:

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
Childline: [www.childline.org.uk](http://www.childline.org.uk)  
Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)  
Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)  
MindEd: [www.minded.org.uk](http://www.minded.org.uk)  
NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)  
The BIG Award: <https://www.bullyinginterventiongroup.com/>  
PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)  
The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)  
Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)  
Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## SEND

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)  
Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)  
Anti-bullying Alliance: Cyberbullying and Children and Young People with SEN and Disabilities: <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sen-disability>  
Anti-bullying Alliance: SEND Programme of Resources: <https://www.anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/groups-more-likely-experience-bullying/sen-disability>  
Information, Advice and Support Service Network: <https://councilfordisabledchildren.org.uk/resources-and-help>  
DfE: SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## Cyberbullying

Childnet International: [www.childnet.com](http://www.childnet.com)  
Digizen: [www.digizen.org](http://www.digizen.org)  
Internet Watch Foundation: <https://www.iwf.org.uk/>  
Internet Matters <https://www.internetmatters.org/>  
Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)  
The UK Council for Child Internet Safety (UKCCIS): <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

## Racism, Religion and Nationality

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)  
Kick it Out: [www.kickitout.org](http://www.kickitout.org)  
Report it: [www.report-it.org.uk](http://www.report-it.org.uk)  
Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)  
Tell Mama <https://tellmamauk.org/>  
Educate Against Hate: <http://educateagainsthate.com/>  
Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## LGBT

Barnados LGBT Hub: [http://www.barnados.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnados.org.uk/what_we_do/our_work/lgbtq.htm)  
Metro Charity <https://www.metrocentreonline.org/>  
EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)  
Proud Trust <https://www.theproudtrust.org/>  
Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)  
Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Sexual Harrassment and Sexual Bullying

Ending Violence Against Women and Girls (EVAW): <https://www.endviolenceagainstwomen.org.uk/>  
Disrespect No Body: <https://www.disrespectnobody.co.uk/>  
Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexualand-gender-related>