



Definition of Bullying

“Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves”.

It can take many forms, but the main types of bullying are:

- Physical hitting, kicking, taking or damaging belongings.
- Verbal name-calling, insulting, making offensive remarks
- Misuse of technologies-sending texts on mobile phones, sending hurtful messages via email or social media.
- Indirect-spreading nasty stories about someone, exclusions from social groups, being made the subjects of malicious rumour.

Bullying is intentionally hurtful

It is the deliberate, unjustifiable and unprovoked form of aggressive behaviour. It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.

Bullying is a repeated experience

Being bullied is the experience of persistent or repeated anti-social behaviour

Bullying involves the inequality of power.

The person/s being bullied find it difficult to reject or deal with the offending behaviour, or those involved in the bullying behaviour have power over the victim.

Bullying is unkind behaviour, but not all unkind behaviour is bullying.

Hurtful Behaviours - Single incidents of verbal or physical attack and behaviour, which are hurtful, are always taken seriously and dealt with according to the school's Behaviour policy.

Introduction

At Field Junior School, we are committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/carers. The anti-bullying policy and practice plays an important role in this.

The following principles inform our anti-bullying approach:

- Bullying behaviour is in all circumstances unacceptable
- All adults in the school community (staff, Governors and parents/carers) are expected to present positive role models to children.
- Bullying is a shared problem and staff and parents/carers need to work together in partnership to resolve incidents.
- The safety and welfare of the children concerned will at all times be central to decisions about actions taken in response to bullying.
- Anti-bullying approaches will prepare children for life in an inclusive society. These include incorporating an acceptance of valuing difference, the need to cope with different individuals and the role of forgiveness.

All bullying behaviour is taken seriously, including subtle actions which can build up for individuals over time, eroding self-esteem and building unhappiness or a climate of fear.



The school avoids, at all times, labelling pupils as victims of bullies. It is important that pupils who have been the targets of bullying behaviours are able to see that this experience will end and that it is not a result of something about them that has attracted or deserved such treatment by others.

Similarly, children who have engaged in bullying behaviour will be expected to resolve the matter and change their behaviour. It should be remembered that there is no typical 'bully'. Many children may use bullying behaviour from time to time.

Not all hurtful behaviour is bullying, but all hurtful behaviour is unacceptable in school.

The following are examples of hurtful behaviours which may not be bullying:

- Children may fall out with their friends and engage in hurtful behaviour. Such experiences can be distressing to the individuals involved.
- Children may retaliate against the hurtful behaviours of others.
- Although not all hurtful behaviour is intentional, all hurtful behaviours are a matter of concern and will be dealt with by the school. Where pupils can cause harm or distress without intent, the impact of their behaviour will be pointed out and any continuance will be regarded as intentional. (see behaviour Policy)

Similarly, all unsafe behaviours and unsafe environment issues will be dealt with.

Anti-Bullying Education

At Field Junior School, we actively promote the message that bullying will not be tolerated. A range of strategies are in place to raise awareness and tackle issues positively and proactively, both as part of the curriculum and as part of a pastoral support programme.

The strategies we currently employ are:

- A PSHE curriculum that includes bullying as an issue
- Assemblies
- Use of class discussion time to deal with specific issues.
- Parent/carers and pupil questionnaires which include questions to monitor bullying/behaviour issues
- School participation in Hertfordshire's Anti-Bullying week
- Access to welfare and wellbeing support
- School Parliament members in each class that participate in meetings and provide an opportunity for children to express concerns.

Strategies for Preventing Bullying

All incidents considered to be bullying (as defined earlier) are recorded and monitored. These incidents are reported on Arbor, the schools management information system and monitored. If a pattern occurs they are reported (see appendix A and B).

The process for recording incidents is used to inform preventative strategies. Pupils will understand the school's procedures for responding to bullying and know that they are safe.

At all times the children's concerns are our concerns. Pupils are encouraged to express their concerns about themselves and others and to seek support whenever they need it.



It is important for children to know that procedures are being followed. In order to encourage pupils to continue to express their concerns, where appropriate, information is shared across the school about bullying incidents having being dealt with and resolved.

Assemblies are regularly used to reinforce anti-bullying messages and to raise issues concerning bullying. In order to build resilience and reduce vulnerability, pupils are coached and guided in developing coping strategies and in how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to show good witness behaviour by reporting their concerns for others.

The school engages with the NSPCC who run safeguarding campaigns such as 'Speak out, Stay Safe', involving assemblies and workshops to encourage children to talk about concerns such as bullying and hurtful behaviour.

Possible indicators for those at risk

At Field Junior School we recognise that any child could be vulnerable to bullying at any stage in their school career however there are certain indicators for those children who might be particularly at risk. These include:

- Lack of friends
- Isolation
- Poor communication/co-ordination
- Unusual physical characteristics
- Volatile sulky or tearful behaviour
- Choosing to stay with adults
- Illness and absenteeism
- Lateness
- Unpopular families
- Accents or racial differences
- Vulnerability through SEND or child protection issues.

Procedures for dealing with incidents of bullying and unkind behaviours

All incidents of bullying must be reported immediately and all such reports will be taken seriously

The school recognises that speed of response is important and wherever possible incidents will be resolved quickly. However significant incidents will involve investigation and this can cause delay to the resolution. The school will need to take the time necessary to respond to and resolve incidents appropriately, whilst ensuring the safety of the child who feels bullied.

Single incidents of unkind behaviour must be reported to and dealt with by the class teacher. Follow up and ongoing monitoring will be conducted by the class teacher whilst keeping the SLT involved. If the behaviour dealt with by class teacher continues it will be referred to the SLT.

All bullying behaviour should be reported to the SLT, who will record it on Arbor. Parents/Carers of the children directly involved will be informed on the same day if possible. Responses to all bullying behaviour will be educative and seek to ensure that this behaviour will not be repeated. A child who has been involved in bullying behaviour will be expected to take responsibility for the impact of their behaviour on others, the reasons for their behaviours will be explored and they will be expected to



improve and change. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age appropriate ways and those who have been bullied have a right to know action has been taken.

Persistent bullying-after support and counselling- could result in a fixed term or permanent exclusion as a last resort (see behaviour Policy)

The role/involvement of pupils

Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum.

All pupils will be expected to develop appropriate witness behaviour and to show concern for others across the school community. Pupils will have opportunities to develop their resilience and problem solving strategies in the face of hurtful behaviour.

Concerns and worries related to incidents and bullying in general may be explored and shared in PSHE and class discussion time.

The seriousness of making false reports will be understood.

Pupils will be actively involved in anti-bullying developments through the school parliament, curriculum work and in special initiatives.

From time to time pupils may be involved in group support for vulnerable individuals or individuals may have access to a Working Together chart (aimed at addressing worries) with the Inclusion co-ordinator/Headteacher

The role/involvement of parents/carers

Parents/carers have an important role in actively encouraging their children to be a positive member of the school community. Dealing with behaviour problems effectively requires the school and parents to work in partnership.

If parents/carers have concerns about bullying or hurtful behaviour they should take up their concerns with the class teacher as first port of call, then the Senior Leadership Team/Head teacher as soon as possible if problems persist.

Parents/carers should raise any concerns with the school and not with the parents/carers of the other party involved. While we recognise parents/carers that are friends may wish to resolve incidents informally, they are advised that the school should always be aware of tensions. The best neutral place to resolve these issues is within school.

Parents/carers are expected to exercise confidentiality. In particular parents/carers are to refrain from talking to others. Partial information can be inaccurate and may impact on the reputation of the individual child/school/atmosphere in the community.

The role/involvement of Governors

The governing body supports the head teacher in all strategies to eliminate bullying from our school. It is the responsibility of the Governing body to monitor and review the anti-bullying policy and its effectiveness. They require the Head teacher to keep records of all bullying incidents and to report on the effectiveness of anti-bullying strategies.



Records and Monitoring

Incidents of alleged bullying will be recorded on Arbor. This is useful for monitoring behaviours over time.

Investigations and monitoring of bullying behaviours are recorded on Hertfordshire pro-formas – see Appendix A and Appendix B which are kept by the head teacher.

The head teacher completes an anti-bullying and racist incident survey termly and reports outcomes to the governing body

Other Useful names and contact numbers

ACE Education (ACE)

Advise for parents on all matters concerning schools. If you would like to speak to an ACE advisor about bullying a free helpline is available

www.ace-ed.org.uk/bullying

Anti Bullying Campaign

Text: 85258 (crisis messenger)

www.antibullyingpro.com

BullyingUk

Gives advice for parents and children as well as links to the related websites

Tel: 0808 800 2222

www.bullying.co.uk

Childrens Legal Centre

Publications and free legal advice on issues

Tel: 01206 873 820

Childline UK

Free, 24 hour helpline for children in trouble or danger

Tel: 0800 1111

www.childline.org.uk

Anti-Bullying Alliance

Full of advice, useful links and activities.

www.anti-bullyingalliance.org



APPENDIX A

Form 1

Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carers, midday supervisor assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:



Date:

Signed:

Factors to help determine if incident constitutes bullying

Incident was bullying (all 3 amber warnings confirmed)

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- Involves an imbalance of power: target feels s/he cannot defend her/himself, or perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/ name calling, etc.)

Incident was not bullying on this occasion because it was

- the first hurtful incident between these children
- teasing/banter between friends without intention to cause hurt (should not happen again)
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand (should not happen again)
- activities that all parties have consented to and enjoyed (check for subtle coercion)
- got out of hand
- parental concern
- Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/maturity		
Appearance		
Size/weight		
Class/socio economic		
Family circumstances (eg.caring role)		
Ethnicity/race		



Religion/belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and disability		
Ability/application		

Bullying Report and Monitoring Form**(APPENDIX B)**

For each incident please complete one form and return to the designated teacher for collation and monitoring.

Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/maturity		
Appearance		
Size/weight		
Class/socio economic		
Family circumstances (eg.caring role)		
Ethnicity/race		
Religion/belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

1. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)



- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

2. Targeted/wronged/distressed person (including ethnicity and other relevant diversity issues)

3. Person/s giving offence (including ethnicity and other relevant diversity issues)

4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

N.B. Indicate if it is a repeat incident.

N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

	Tick	Notes
Head Teacher		
Chair of Governors		
Class teacher		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
FFAssessment initiated for <i>target/offending person</i>		
Local Authority: HIP, Anti-Bullying adviser		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:



Name Date

9. Outcomes/actions from follow up.