Shottermill Junior School

Anti-Bullying Policy

Governors' Committee Responsible:	**Children & Learning Committee**
Nominated Lead Member of Staff:	**Headteacher**
Status & Review Cycle:	**Statutory (Every 2 years)**
Next Review Date:	**Autumn 2020**

Introduction:

This Anti-Bullying Policy has been written in accordance with the most recent advice from the DfE: **Preventing and tackling bullying. Advice for headteachers, staff and governing bodies October 2014,** as well as **Section 89 of the Education and Inspections Act 2006** which provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst its pupils. The school has also fully taken on board the latest recommendations from **DfE Keeping Children Safe in Education Sept 2018** and has updated its safeguarding policies and procedures to detail how incidents of cyber-bullying are dealt with.

This policy also links to **The Equality Act 2010** and as a school the following equalities objectives have been published to show how we are committed to ensuring a fully inclusive working and learning environment for all:

- **Provide all children with appropriate access to learning experiences at our school and not disadvantage any child from taking part on the grounds of their gender, ethnicity, background or culture, Special Educational Need or Disability, or any other discriminatory factor.**

- **Provide a secure and supportive environment that empowers people to challenge discrimination should they encounter it.**

- **Ensure that any person visiting or working within our school environment does not suffer discrimination.**

- **Ensure prospective employees are treated fairly and do not suffer any form of discrimination in line with fair recruitment purposes.**

- **Promote and celebrate diversity of children and adults who visit or work within our school and promote equality through our actions and communications.**

- **Provide systems of monitoring to facilitate continuous improvement, learning and sharing of existing good practice, as overseen by the Governing Body and Local Authority.**

- **Work with all stakeholders or other local schools to develop cohesive communities with shared values that encompass equal opportunities.**

- **Work towards the elimination of discrimination and harassment through upholding our Core Values of:** *Respect, Trust, Love of Learning, Communication, Creativity and Excellence.*

Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to those children who use bullying behaviour that their behaviour is unacceptable. The school believes that its pupils have the right to learn in a supportive, caring and safe environment. We believe bullying is wrong and that it is important and right that any bullying should be reported by the victim, witnesses, family or friends. Early detection and reporting of bullying behaviour will make the problem easier to resolve.

This anti-bullying policy dovetails with the school's **Behaviour Policy** where there is provision made to report, log and track incidents of bullying. It makes clear what the sanctions are for bullying and in what circumstances they will apply. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

This anti-bullying policy also links to the school's **E-Safety & Acceptable Use Policy** which details the strategies the school has put in place to help protect children when they are accessing the internet.

Aims of this Policy:

- To prevent incidences of bullying from occurring;
- To provide protection, support and reassurance to those who may be at risk of, or suffer the effects of bullying;
- To support children to develop a more effective range of social skills and/or avoid 'risky' situations in the future;
- To deal with reports of bullying in a serious and sensitive way;
- To ensure staff are vigilant, responsive and pro-active in dealing with incidences of bullying;
- To ensure fewer pupils report being bullied or that they bully others;
- To ensure more pupils say they would not join in bullying someone else;
- To ensure more pupils would tell a member of staff if they were being bullied;
- To ensure that all children feel safe and secure within Shottermill Junior School.

Definition of Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender (including transgender), sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

A bully is defined as someone who deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy.

Types of bullying

- **Physical**: Deliberately hurting particular children on a regular basis;
- **Verbal:** Deliberately hurting feelings through name-calling etc.;
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them;

Reasons for bullying

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time

- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

Dealing with Bullying:

Our approach is based on a training programme which teaches bullied children to stand up for themselves. An 8 step plan is put into place as follows:

1. **Understand that bullies do these things because they feel bad about themselves. Instead of lifting themselves up, they try to pull you down.**
2. **Ignoring Doesn't Work**
3. **Tell someone that it is happening**
4. **Respond in a low voice with a firm assertive manner**
5. **Use assertive, 'I' statements to express your feelings in an honest and direct way.**
6. **Use assertive body language**
7. **Behaviour rehearsal though circle time and P.S.H.E. activities**
8. **Follow Up**

The aim is to change bullying behaviour through a problem solving approach. The victim is interviewed, and a meeting of all those involved is convened. Although a problem solving approach is used, the usual Behaviour Policy applies and the appropriate consequences will be given depending on the nature of the incident.

Damage, injury or theft and other incidents demand a serious response and involving parents early on in the managing of the incident is essential. In all incidences, the school will apply fair and consistent approaches to dealing with Bullying, reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

In some cases, the Headteacher or DSL may decide that the incident of bullying should be reported under the school's safeguarding and child protection procedures. Staff should refer to the **Child Protection Policy** and **Staff Safeguarding Awareness Pack** for clarity on how to record and report incidents which warrant this kind of approach.

For adults dealing with incidents of bullying, the following key points will be adhered to:

- Deal with the incident as soon as possible.
- Inform member of School Leadership Team.
- Interview and collect statements from bullied, bully and witnesses using the agreed **Behaviour Incident Form**.
- Do not accept false excuses, e.g. "It was an accident", "It was only a game".
- Listen carefully and encourage children to take responsibility for their actions.
- Be critical of the behaviour not the person.
- Be direct but not aggressive.
- Offer opportunities to make amends and change behaviour.
- Child/ren may need counselling and/or social skills training in order to interact in a less aggressive way.

- Check diet of child and medication, e.g. Hyperactivity/aggression linked to an allergic reaction.
- Provide support for all parties while the issues are resolved.

Examples of Good Practice:

- Make frequent reference to the Anti-bullying Policy and Behaviour Management Policy in the classroom.
- Deal with all bullying behaviour – ignored behaviour is seen as 'condoned'.
- Act as a role model for pupils in your interactions and refer to the **Core Values** of **Respect**, **Trust** and **Communication**.
- Encourage pupils in their discussion of feelings and emotions as well as taking responsibility for their actions.
- Supervise pupils positively (lots of references to their good social behaviour)
- Be prepared to challenge homophobic, racist or sexist language of pupils (and adults).
- Be aware of how incidents of Cyber Bullying affect children and how to deal with these.
- Listen to pupils and be prepared to act on their information.
- Work on promoting self-esteem among pupils.
- Be on time to lessons and early on duty.
- Use teaching and learning styles that encourage positive behaviour.
- Be firm and consistent.
- Oversee 'risky' areas to prevent further incidences from occurring.
- Regularly evaluate its approach to tackling bullying through half-termly monitoring of records of incidents logged.
- Actively promote the issue through participating in Anti-Bullying themed activities.
- Ensure regular staff training so that staff can stay abreast of current changes in E-Safety.
- Make it easy for children to report bullying and develop a culture and ethos that supports children to do this safely.

Monitoring:

Following the reporting and management of any incidence of bullying, there will be regular monitoring and review on a daily basis until the situation is under control. Records will be retained on the pupil's file and archived for the appropriate length of time. Requests to see the school's management of such incident must be made in writing to the Headteacher of the school.

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Sometimes children will know the person who is bullying them. Threats, intimidation or forcing a child to do something they don't want to do will be considered **peer on peer abuse**. At other times, intimidation may come from anonymous sources, where children may be 'gaming' with strangers or using social networking sites to communicate with the wider

world. It is important to realise that all forms of bullying are wrong and must be dealt with promptly to avoid the child suffering emotional harm and being placed at further risk.

Types of cyber-bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged;
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone;
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities;
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos;
- **Trickery:** Tricking someone into revealing personal information then sharing it with others;
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online;
- **Harassment:** Repeatedly sending malicious messages to someone online;
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm;

How does cyberbullying happen?

- Instant messaging and chat rooms;
- Email;
- Online games and virtual worlds;
- Abusing personal information such as photographs;
- Mobile phones – abusive texts, photos and videos;
- Social networking sites;
- Other web pages set up specifically to post abusive comments;
- Taking over the use of someone else's mobile technology.

Why is cyberbullying such a problem?

- Victims can be reached anywhere;
- The bullying can happen 24 hours a day;
- It can reach a widespread audience very quickly;
- It can remain forever in 'cyberspace' and resurface at any time;
- Often anonymous and invites others to join in (a digital 'pile-on');
- The problem is increasing with the expansion of technology;
- Young people often have a better grasp of the technology than adults.

Advice for young people regarding cyberbullying:

- Seek help immediately; don't just hope it goes away;
- Don't reply to any messages;
- Don't be provoked and show any emotion;
- Keep any abusive messages or emails;
- Keep a log of what is happening;
- Don't be a bystander. If you know it is happening to someone else you should always report it;
- Don't share anything via text, instant messaging or email that you wouldn't want made public;
- Never give out personal information online.

Messages for parents:

- Keep the computer in a centrally located area, such as the living room and monitor use;
- Talk to children about responsible online behaviour and encourage an open dialogue about e-safety;
- Encourage them to tell a responsible adult if they receive any threatening or inappropriate messages;
- Ensure you have set up parental filters on the computer your child uses;
- Insist on knowing their passwords and logins as a condition of having a computer (or pin for a Smartphone);
- Make sure they have you or another trusted adult as a 'friend' on any social networking sites;
- Try to keep up-to-date with changes in technology;
- Use a parent app to monitor your child's device at all times.

Preventing cyberbullying in school

- We have a shared understanding as to what constitutes cyberbullying and staff receive training to stay up to date on this area of **peer on peer abuse**;
- Through our e-safety curriculum, we teach children clear rules to follow to prevent bullying and safe internet use;
- We promote key messages through anti-bullying week or safer internet day activities;
- We encourage children to communicate any concerns to us through 'Worry Monsters' or through speaking with any member of staff;
- We have clear systems for reporting cyberbullying and recording how this has been dealt with;
- Misbehaviour online is treated with equal gravity to that in the classroom or playground and is not ignored;
- We involve parents, promote e-safety through parental workshops;
- We actively encourage the positive but safe use of technology in and out of school.

Our School Procedures for dealing with incidents of E-Safety and Cyber Bullying:

- Staff should involve a member of the Senior Leadership Team when there is an e-safety concern or cyber-bullying incident discovered, whether this has occurred in or out of school;
- The member of staff investigating this will use the relevant forms to log the incident and how it was dealt with;
- The member of SLT will investigate further and keep a record of all incidents in school to track trends and patters with a view to minimising incidents in the future;
- The member of SLT will seek to involve parents at the earliest stage;
- The DSL will contact social services for support if there is a serious risk of harm towards the child, for example if grooming or sexual exploitation has occurred;
- The DSL may need to contact the police to investigate further, for example if distribution of inappropriate images has taken place;
- Together, the SLT will work in partnership in agreeing appropriate sanctions either in or out of school (such as parent removing access to a device for a period of time);
- The school will use the reviewed Shottermill E-Safety Curriculum to help educate children to use technology safely and will update its staff on new and emerging issues;
- The school has active filtering of its internet in school – the Headteacher receives alerts where pupils are using inappropriate content in school and will act on these;
- The school will also seek to educate children through inviting organisations into school such as the NSPCC to provide education on using online technologies safely;
- The school will also seek to update and educate parents in ways to keep their child safe online.

Prevention of all forms of bullying:

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. At Shottermill, we actively promote anti-bullying through a range of strategies and seek to educate children so they are fully prepared to tackle the issue as they progress through the school.

Raising Awareness:

The school will seek to plan a range of activities to ensure that children are taught about bullying and what to do if they see or suffer incidences of bullying themselves. These may include:

- Assemblies on the topic, with invited visitor speakers from Anti-Bullying groups or the NSPCC for example.
- Class assemblies and/or PSHE lessons on the topic.
- Role play/drama style activities to help children understand what bullying night look like and way of dealing with this.
- Leaflets and posters displayed around the school. (Including E-Safety posters)
- Other activities, competitions to promote the issue of bullying and

In addition, the school publishes information about how it tackles bullying through:

- Prospective parent meetings
- The school website
- Other helpful leaflets and posters displayed around the school

Signs that a child is at risk of, or suffering from bullying:

The following are signs which may indicate that bullying could be a problem:

- Is afraid of walking to or from school
- Is unwilling to attend school
- Begins doing poorly in schoolwork
- Becomes withdrawn
- Develops headaches and stomach aches
- Cries him/herself to sleep
- Starts bedwetting and/or has nightmares
- Has unexplained bruises, cuts or scratches
- Has his/her possessions 'go missing' or destroyed
- Refuses to say what is wrong
- Gives improbable excuses to explain any of the above

Advice for all on Bullying:

If you suspect a child is being bullied:

- Encourage the child to talk about it, but be patient as he or she may be distressed
- Stay calm but show that you are supportive

- Avoid dwelling on sensitive issues
- Reassure the child that you are sympathetic and will do something about it
- Explain that it happens to many people at some time or another
- Try to help him or her to see the difficulty as a problem that can be solved
- Ask the child if they can see ways of changing things
- Staff and parents should work together to improve the situation
- Help the child to develop coping strategies
- Help everyone to keep a sense of proportion in the situation

Bullying outside a school's premises

Schools have a duty of care to take steps to prevent harm to children. A good deal of bullying takes place outside the school gates, and on journeys to and from school. The bullying may be by pupils at the school, pupils at other schools, or people not at school at all.

In all instances, the school will take steps to help safeguard its pupils and combat bullying. We will work proactively with parents, the local police or other outside agencies to help resolve incidents of bullying. A school's anti-bullying policy should encourage pupils not to suffer in silence. Where a pupil reports bullying off the school premises, a range of steps may be taken:

- Talk to the local police about problems on local streets (if necessary seek a police presence at trouble spots)
- Talk to the transport company about bullying on buses and trains
- Talk to the head of another school whose pupils are bullying off the premises
- Map safe routes to school, and tell pupils about them
- Talk to pupils about how to avoid or handle bullying outside the school premises.