

Anti-Bullying Policy

Staff Responsible: Y Shaukat

Date of Policy: November 2016

To be adopted by Governing Body: December 2016

Review Date: Autumn 2017

This policy was agreed by the Full Governing Body in December 2016

This policy will be reviewed in Autumn Term 2017

1. Introduction/Rationale

This policy was written in consultation with the Anti Bullying Working Party Group and the School Council.

The school has a 'duty of care' towards its pupils with regard to bullying in that the Headteacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm from bullying.

This policy takes full account of the school's legal obligations under the Education Act of 1986 to:

- have a policy to prevent all forms of bullying amongst pupils
- to make a written copy of the anti-bullying statement available on request
- to set out the strategies to be followed with a system to implement them and a mechanism for monitoring and reviewing their effectiveness.

Anti-bullying is taught in order to cultivate:

- **Successful learners** who enjoy learning, make progress and achieve
- **Confident individuals** who are able to lead safe, healthy and fulfilling lives
- **Responsible citizens** who make a positive contribution to society

2. a) Definition of Bullying

Bullying can be defined in a number of ways. Using and adapting the DCSF guidance, Chellaston Junior School defines bullying as:

Bullying is when a person or a group of people are cruel to another over a period of time. It can also be when a person (or group of people) deliberately frighten(s) or intimidate(s) others.

Bullying has been described by pupils as:

- name calling
- teasing
- physical abuse eg hitting, pushing, pinching or kicking
- having personal possessions taken eg bag or mobile phone
- receiving abusive text messages or e-mails
- being threatened/ forced to hand over money
- being coerced to do things they don't want to do
- being ignored or deliberately left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.

(Please note that the above need to be repeated behaviour over a period of time!)

b) Specific Examples of Bullying

Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Macpherson report 1999

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault or rape.

Sexual orientation – this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or disability – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

Text bullying – this is on the increase and can involve pupils receiving threatening or disturbing messages from possibly anonymous callers.

The CJS E-Safety policy covers this subject matter.

(Pupils are not allowed to have their mobile phones at school, unless agreed by the parent and teacher)

3. School Statement of Intent (with regard to its position on bullying)

This school believes that:

- Bullying is unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

4. Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.

- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.
- To help learners identify bullying/unacceptable behaviour.

5. Objectives

- To ensure all parents and pupils have received and had the opportunity to comment upon the school anti-bullying policy (this policy is available on the school web site for parents and a summary version on the Derby City Council Website “Bullying – help and advice for parents and carers”).
- To maintain and develop effective listening systems for pupils and staff within the school.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community (eg. midday supervisors) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher/learning mentor in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

6. Specific School Targets

Our school targets are as follows:

- To ensure all governors, parents, pupils, teaching and non-teaching staff have seen and had the opportunity to discuss the policy.
- To ensure all staff are familiar with reporting incidents procedures and a summative record sent to the Local Authority.
- To ensure all incidents of bullying are recorded.

Other school targets may include the following which are given as examples:

- To train pupils in peer mediation strategies.
- To use Circle Time or class discussions every class which helps pupils to develop positive relationships.
- To promote anti bullying/relationships through SEAL/ PSHE & Citizenship Schemes of Work.
- To participate in National Anti-Bullying weeks.

7. Code of Conduct (with regard to school behaviour and relationships within the school community)

We recognise that all adults in the school are in effect role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every student and other colleagues within the school community as individuals
- be aware of vulnerable students
- criticise the behaviour rather than the student
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of students
- never give students ammunition to use against each other

- actively seek to develop a praise culture within the school.

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all students must:

- show respect for their fellow students and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour
- follow the school rules as set out in School Behaviour Policy.

8. Entitlement

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

9. Procedures and Dealing with Incidents – A Whole School Approach

a) Role of pupils in recording a bullying incident

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 1 for Anti-Bullying Immediate Response Chart)

b) Guidance for parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Discuss with teacher/learning mentor.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help, follow the school complaints procedure.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.

- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent.
- Where necessary, report incidents to the police.

c) Role of staff

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 1 for Anti-Bullying Immediate Response Chart)

d) Sanctions

The school has set procedures to follow in implementing sanctions where a bullying incident has occurred (see School Behaviour policy). In the event of all other avenues being exhausted, or in particularly serious cases, this may lead to exclusion.

The revised DCSF Guidance of January '03, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Para.1:6 states:

"In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)...the Secretary of State would not normally expect the governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil."

However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

10. Strategies to Reduce Bullying

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including:

- Co-operative group work
- Circle Time
- Circle of Friends
- The support group approach/No Blame Approach
- Peer mediation
- Midday supervisor training
- Peer counselling
- Buddy systems
- PSHE programmes

11. Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgment whether or not a third party needs to be informed. This judgment will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek

consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian (Refer to School Child Protection Policy and Confidentiality Policy for further details!)

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality, pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

12. Support for Pupils who Experience Bullying

Pupils who are being bullied should be advised to:

- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.
- Get away from the situation as quickly as possible.
- Tell an adult or somebody you trust what has happened straight away.

After you have been bullied to:

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When they are talking to an adult about bullying they should be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already.

If they experience bullying by mobile phone, text messages, social-media or e-mail:

- Tell a friend, parent or teacher
- Be careful who you give your mobile phone number or e-mail address to
- Make a note of exactly when a threatening message was sent.

For contacts and details of where to seek help outside school, see appendix 5 for Local and National Contacts.

13. Monitoring Arrangements

This policy will be evaluated and updated, where necessary annually by the whole school. The views of pupils and staff will be used to make changes and improvements to the policy on an ongoing basis.

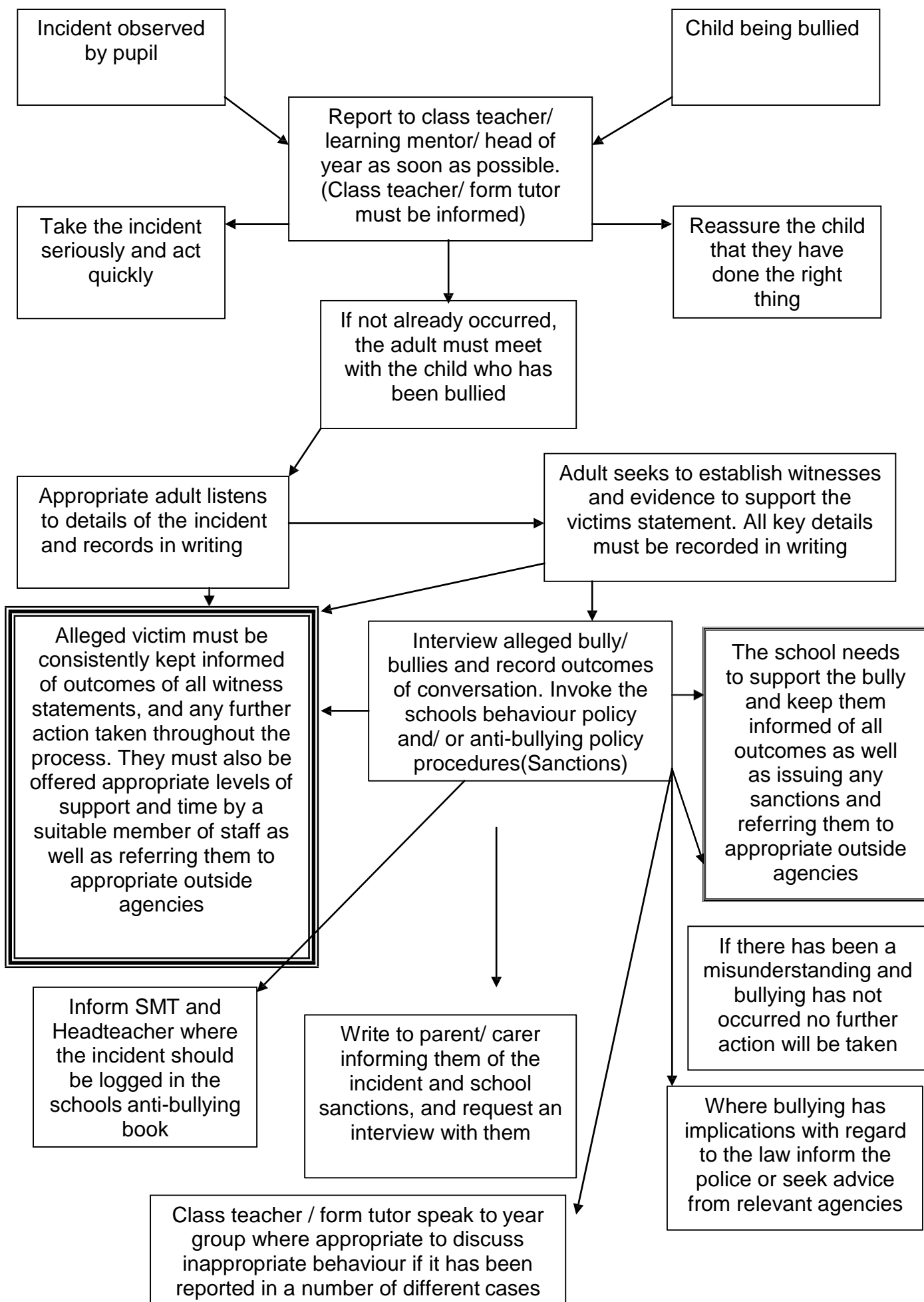
14. Dissemination of the Policy

This policy has been disseminated to all staff, pupils, parents and stakeholders, via the school website.

15. Policy Review and Development Plan

This policy will be reviewed by Anti Bullying Working Party Group in Autumn Term 2017.

Appendix 1 - Anti-Bullying Immediate Response Chart



Appendix 2 - School Bullying Incident Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from _____ School name _____

Date of incident _____ Time of incident _____

Ethnic origin of victim _____ Ethnic origin of perpetrator _____

Indicate type of incident – please tick

Name calling	<input type="checkbox"/>	Teasing	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>
Having personal possessions taken	<input type="checkbox"/>	Receiving abusive text messages or e-mails	<input type="checkbox"/>	Being forced to hand over money	<input type="checkbox"/>
Being forced into something against their will	<input type="checkbox"/>	Being ignored or left out	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance Disability

Gender Race/ ethnic origin

Religion Sexuality

Brief description of incident

Action taken

Please tick if the incident led to perpetrator being excluded

Have you had contact with the victim's parent/ guardian? yes/no

Have you had contact with the perpetrator's parent/ guardian? yes/no

Have you reported this incident to any other agencies? yes/no

If 'yes' which agencies? _____

Signed _____ Designation _____

Return to (named senior manager within school)

Appendix 3 - LA Monitoring of Bullying Incidents

Please return to your School Improvement Officer. **We strongly recommend that you return your bullying incidents and your racist incidents form at the same time.**

School name _____ DfEE No. _____

Term _____ Year _____

Please indicate the total number of incidents in the appropriate box at the end of each term. Return this information to your School Improvement Officer. The LA will hold all information in the strictest confidence.

	Number		Number		Number
Name calling		Teasing		Physical abuse	
Having personal possessions taken		Receiving abusive text messages or e-mails		Being forced to hand over money	
Being forced into something against their will		Being ignored or left out		Other (please specify)	

Please indicate the number of incidences which led to the perpetrator being excluded

Please indicate the number of incidences recorded which you felt were motivated by any of the following.

Disability	<input type="text"/>	Appearance	<input type="text"/>
Gender	<input type="text"/>	Race/ ethnic origin	<input type="text"/>
Religion	<input type="text"/>	Sexuality	<input type="text"/>

Signed by Senior Manager

Date

If you require further information or assistance please contact Louise Bates, Graham Falgate or any member of the PSHE/Citizenship team on 01332 716897.

Appendix 4 - Local and National

Contacts Local Contacts

Staff training and inset – PSHE & Citizenship Team

National Contacts

Childline

Telephone number 0800 1111

(Open 24 hours a day)

For children who are deaf or hard of hearing textphone service 0800 400222

NSPCC

Telephone number 0808 800 5000

A registered charity dedicated to stopping cruelty to children

Kidscape

Telephone number 020 7730 3300

(Bullying councillor available Monday - Friday 10.00am-4.00pm)

Anti Bullying Campaign

Telephone number 0207 378 1446

(Advice line for parents and children 9.30am-5.00pm)

Advisory Centre for Education

Telephone number 0207 354 8321

(Advice line for parents on all school matters open Monday – Friday 2.00pm-5.00pm)

Ofsted

Telephone number 07002 637833

e-mail: freepublications@ofsted.gov.uk

Parentline Plus

Telephone number 0808 800 2222

(National helpline for parents Monday - Friday 9.00am-9.00pm, Saturday 9.30am-5.00pm, Sunday 10.00am-3.00pm)

Useful websites regarding bullying in schools

BBC Bullying Survival Guide www.bbc.co.uk/education/bully/index.htm

Provides information, guidelines for dealing with all aspects of bullying, a help and resources list and accounts of celebrities who were bullied when they were at school

Childline www.childline.org.uk

Gives details on the CHIPS initiative and other information regarding bullying

Kidscape www.kidscape.org.uk

Gives advice and support for victims, schools and parents Bullying Online www.bullying.co.uk

A registered charity, which contains advice for both parents and pupils

NSPCC www.nspcc.org.uk

A registered charity dedicated to stopping cruelty to children

Bullyweb

www.uclan.ac.uk/facs/science/psychol/bully/bully.htm

A research site with links to other sites on bullying Peer Support Networker

www.peersupport.co.uk

Newsletter linked to Peer Support

Forum

Appendix 5 - Bibliography

DCSF Guidance – Bullying Don't Suffer In Silence – Updated September

2002 Childline – Bullying Information for Teachers and Professionals

Ofsted – Bullying: Effective Action in Secondary Schools –

2003 Kidscape – information taken from website

Appendix 6 – Abbreviations used

DCSF – Department for Children, Schools & Families (formerly

DfES) SEN – Special Educational Needs

SEAL – Social & Emotional Aspects of Learning – (PSHE scheme used in school)
PSHE – Personal, Social & Health Education

R time – Relationships to Improve Education (relationship activities used to enhance the PSHE/Citizenship curriculum)