

Anti-Bullying Policy

Gayton Junior School



Manager:	Mrs J Hill
Date Adopted:	
Date for review:	Spring 2024

Definition of Bullying

Bullying can be defined in a number of ways. We follow DfE guidance which defines bullying as:

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

(DfE 2014)

Bullying has been described by pupils as:

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

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.

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.

Cyber bullying – when a person, or a group of people, uses the Internet, mobile phones or other digital technologies to threaten, tease or abuse someone. This can be in the form of:

- E-mail – sending abusive e-mails to people, or a group of people, who may then join in the bullying.
- Instant messaging and chatrooms – using instant messaging and chatrooms to send threatening or abusive messages to someone and asking others to join in. Using another person's account to send abusive messages to others, without their permission.
- Social networking sites – creating fake profiles for people or leaving abusive messages on existing profiles for others to see.
- Mobile phone – sending abusive text, video or phone messages as well as sharing videos of physical attacks on individuals (happy slapping, etc).
- Abusing personal information – posting photos, personal information or fake comments and blogs on websites where they can be seen by anyone without your permission.

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

This school believes that:

- Bullying is undesirable and 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 individuals from bullying and other forms of abuse.

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 and have appropriate training.

Code of Conduct

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. Please refer to the Staff Code of Conduct.

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

Equal Opportunities

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.

General Data Protection Regulations

Information gathered about bullying incidents will be processed in line with the regulations for UK GDPR.

Procedures and Dealing with Incidents – A Whole School Approach

a) Role of pupils in recording a bullying incident

All children must report any incidents of bullying to the adult responsible, either teaching assistants, mid-day supervisors or teacher. In some instances, children may prefer to report incidents to one of our trained Anti-Bullying Ambassadors.

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.
- If your child is reporting cyberbullying, keep messages or take screenshots to show your child's class teacher.

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.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.
- Contact the Director of Education for your authority in order to ensure the Governors respond to your concerns.

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.
- Report the incident to school if the message was sent by another pupil.
- Where necessary report incidents to the police.

c) Role of staff

All bullying incidents will be reported to the head teacher directly. Incidents that occur at playtimes are recorded, either by the Senior Leader on duty or by the staff administering first aid, in order to establish patterns. Any notes taken will be given to the head teacher who will then process them in line with the General Data Protection Regulations.

Staff are also able to deal with incidents that occur between pupils outside school as stated in Section 89 (5) of the Education and Inspections Act (2006). Additionally, the Education Act (2011) gives teachers stronger powers to tackle cyber-bullying and delete inappropriate images or files on electronic devices, including mobile phones.

d) Sanctions

Where a bullying incident has occurred the sanctions set out in the school behaviour policy will be implemented. These are:

- Written record for attention of head teacher
- Parents informed
- Internal exclusion
- Temporary exclusion of pupil
- Permanent exclusion of pupil.

Strategies to Reduce Bullying

The school will adopt 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
- Anti-Bullying Ambassadors
- The support group approach led by Learning Mentor
- Involvement with outside agencies, such as CAMHS and the police
- Midday supervisor training
- Peer counselling within own class
- Buddy systems
- PSHE programmes
- Assemblies
- Participation in National Anti-bullying Weeks each year

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 judgement whether or not a third party needs to be informed. This judgement 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.

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.

Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead (DSL) and report their concerns to their local authority children's social care and work with them to take appropriate action.

Support for Pupils who Experience Bullying

This is the guidance that we give to the pupils.

If you are being bullied:

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- 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.

After you have been bullied:

- 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 you are talking to an adult about bullying 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 you experience bullying by mobile phone text messages, e-mails or messages online:

- 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.

Monitoring Arrangements

This policy will be evaluated and updated where necessary tri-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.

Dissemination of the Policy

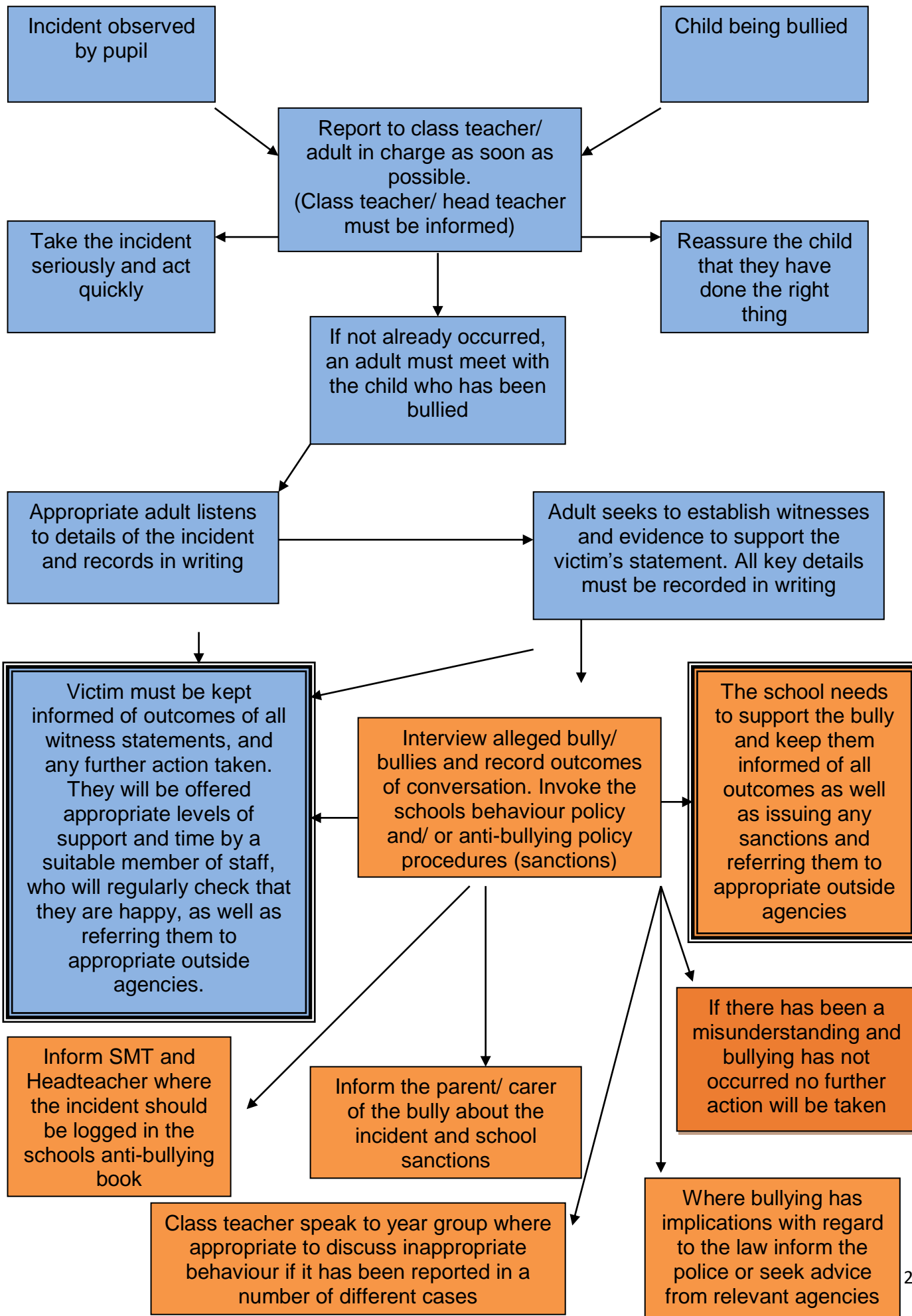
This policy has been disseminated to all staff, governors and parents. Further copies are available from the school office on request.

Policy Review and Development Plan

The policy will be reviewed by J Hill in consultation with the Gayton Junior School staff and the governors of The Blagreaves Federation. Priority areas for development of anti-bullying within the school are:

- i) Continue to train Anti-Bullying Ambassadors bi-annually, promote anti bullying by taking part in national competitions and identify key issues in assemblies and PSHE lessons.
- ii) Learning Mentor and Senior Leader available to monitor complaints of bullying at dinner times.
- iii) Continue to build links with outside agencies that promote the anti-bullying message with pupils.

Anti-Bullying Immediate Response Chart



Contacts

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

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

Bibliography

Childline – Bullying Information for Teachers and Professionals

Kidscape – information taken from website

DfE Guidance – Behaviour and Discipline in Schools

DfE Guidance – Preventing and Tackling Bullying

Glossary

BBR Book – Behaviour, Bullying & Racism Book

DfE – Department for Education

LA – Local Authority

PSHE – Personal, Social & Health Education

SEAL – Social & Emotional Aspects of Learning

SEN – Special Educational Needs

CAMHS – Child & Adolescent Mental Health Services