



ANTI-BULLYING POLICY

1. Introduction

- 1.1. Through Christian values we are a community whose principles are: **Aim High, Be Kind, Be Brave**
- 1.2. We aim to produce an inclusive environment for all pupils, which openly discusses differences between people and celebrates diversity.
- 1.3. We aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.
- 1.4. We expect pupils to act safely and feel safe in school. We aim to educate them so that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.
- 1.5. We would also want parents to feel confident that their children are safe and cared for in school and incidents, when they do arise, are dealt with promptly and effectively.
- 1.6. The school is aware of its obligations, including the Equalities Act 2010 (UK law), and understand our role within the local community, supporting parents and working with other agencies outside the school where appropriate.

2. Roles and Responsibilities

- 2.1. **The Head teacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers and outside agencies and appointing Pastoral Deputies who will have general responsibility for handling the implementation of this policy.
- 2.2. Their responsibilities are: -
 - Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
 - Implementing the policy and monitoring and assessing its effectiveness in practice
 - Ensuring evaluation takes place and that this informs policy review
 - Managing bullying incidents
 - Managing the reporting and recording of bullying incidents
 - Assessing and coordinating training and support for staff and parents/carers where appropriate
 - Coordinating strategies for preventing bullying behaviour



3. Definition of Bullying

- 3.1. The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.
- 3.2. www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

4. Behaviour often associated with bullying

- 4.1. Baiting: Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.
- 4.2. Banter: The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.
- 4.3. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.
- 4.4. Types of Banter
 - Friendly Banter- There's no intention to hurt and everyone knows its limits
 - Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
 - Malicious Banter- Done to humiliate a person-often in public
- 4.5. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

5. What does bullying look like?

- 5.1. Bullying behaviour can be:
 - Physical – pushing, poking, kicking, hitting, biting, pinching etc.
 - Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
 - Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
 - Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.



- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

5.2. Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

6. Where does Bullying take place?

6.1. Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

6.2. The school acknowledges its responsibilities to support families if bullying occurs off the premises. Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

7. Why are children and young people bullied?

7.1. Specific types of bullying includes Prejudice Related Bullying

- being or becoming a transsexual person
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender

7.2. These are called ‘protected characteristics’.

7.3. As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature.

7.4. Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances



- 7.5. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.
- 7.6. Prejudice Related Language: Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.
- 7.7. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.
- 7.8. **Cyberbullying** The ever increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.
- 7.9. Cyberbullying can include:-
- Hacking into someone’s accounts/sites
 - Posting prejudice /hate messages
 - Impersonating someone online
 - Public posting of images
 - Exclusion
 - Threats and manipulation
 - We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour.

8. Reporting and responding to bullying

- 8.1. Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).
- 8.2. Bullying can be reported in these ways.

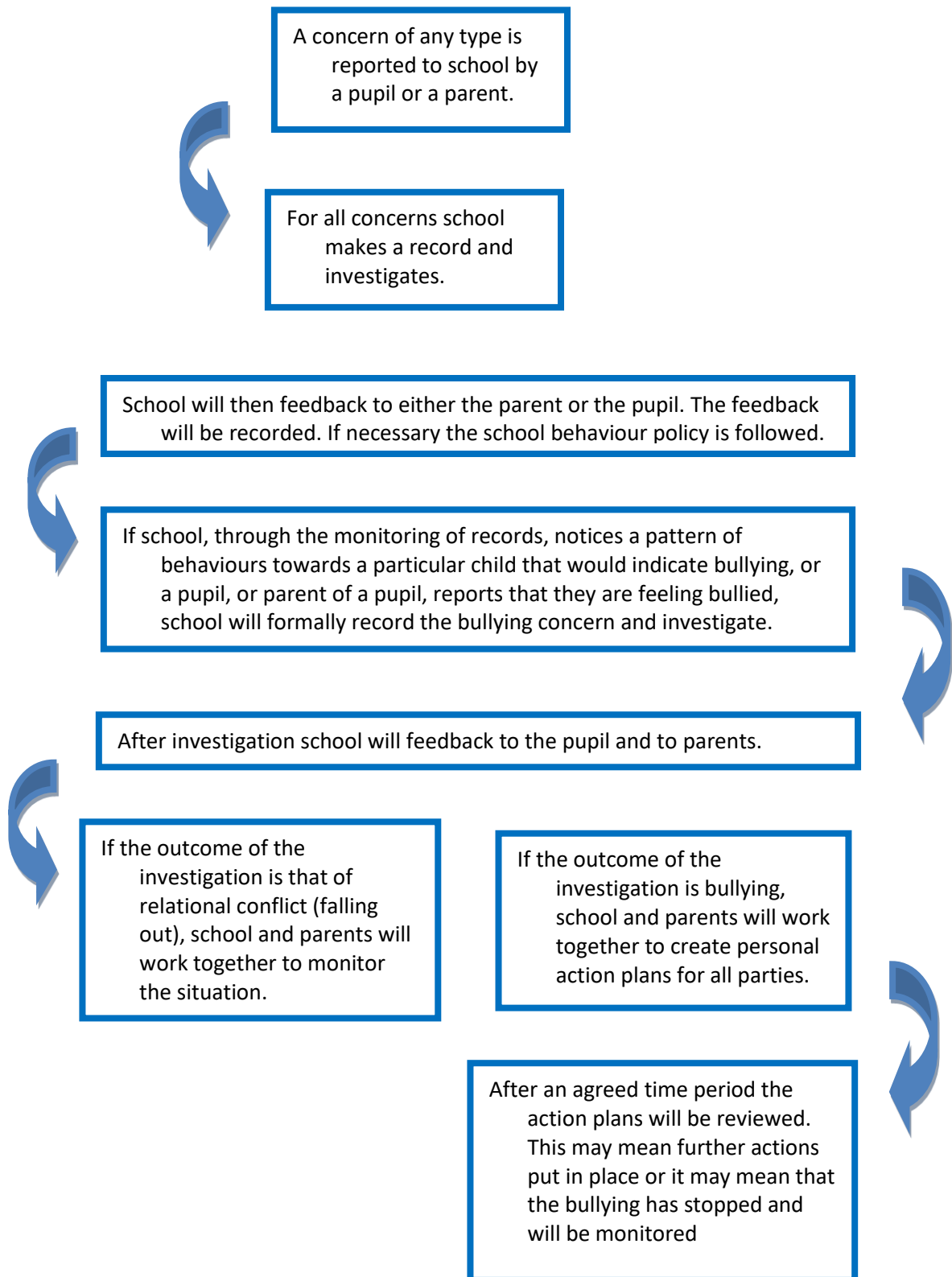


- Children and young people in school including bystanders can tell any adult in school. Children will be listened to and the steps outlined below will be followed.
- Parents/carers can make an appointment with the class teacher or Pastoral Deputy Headteacher
- All staff and visitors can talk to the Pastoral Deputy Headteacher, Headteacher or relevant class teacher
- All are encouraged to report through awareness and education of what bullying is and what we can do about it.

8.3. Procedures:

- All reported incidents will be taken seriously and promptly investigated. This will involve all parties and focus on working together to resolve issues raised. The staff is aware of and follow the same procedures.
- The personal action plan will always include the appropriate disciplinary sanctions for the bully in accordance with the school's Behaviour Policy. These will be graded according to the seriousness of the incident. We recognise that punishment alone does not make for learning and so support will also be given for the bully, as well as appropriate opportunities for them to re-instate their self-esteem and worth.
- We also recognise that bullying is a social problem and so would also work with the pupils' class(es) to remind them of the importance of friendship and kindness.

Please see the next page for a flow chart of procedures.





9. Responses to bullying

9.1. The school takes a wide ranges approach to bullying and the following will be included in all investigations.

- School will interview all parties separately, including any bystanders or assisters.
- School will inform all parents/ carers
- School will implement the appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These will be graded according to the seriousness of the incident, but the response will be designed to promote the school's policy that bullying is unacceptable.
- Responses may also vary according to the type of bullying and may involve other agencies where appropriate.
- School will follow up, in particular keeping in touch with the person who reported the situation, and parents/carers.
- If a parent is not happy with a resolution, this can be addressed via the school's complaints procedure.
- School has a range of follow up responses and support appropriate to the situation for all involved such as restorative justice approaches, and special buddies.
- School will liaise with the wider community, including outside agencies, if the bullying is taking place off the school premises, i.e. in the case of cyberbullying or hate crime.

10. Possible strategies to support all parties

10.1. These can be varied and depend on circumstances, but they may include:

- An adult mentor chosen by the child to be on hand when the child needs time to share/talk through a problem/potential problem
- The use of restorative justice approaches
- The use of 'support groups'. Refer to Appendix.
- The use of a formal 'Circle of Friends' – refer to 'Creating Circles of Friends' by C.Newton
- Practical strategies around routines, use of space etc. to support feelings of safety
- 1:1 or small group work to support understanding of feelings/empathy and managing emotions/anger
- Recognition of learning and changes seen/felt by all parties

11. Recording bullying and evaluating the policy

11.1. Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Pastoral deputy Headteacher.



12. Strategies for preventing bullying

12.1. As part of our ongoing commitment to the safety and welfare of our pupils we at ECJS have developed the following strategies to promote positive behaviour and discourage bullying behaviour

- Anti-Bullying week annually in November.
- PSHE Scheme of work
- Specific internet safety lessons.
- Sports Leaders and Playground Buddies
- Positive reinforcement of good behaviour through school ethos; collective worship, celebration assembly, learning to learn, diversity & British values work
- Drama work on empathy for specific classes
- A restorative approach to conflict resolution
- Support for parents/carers
- Parent information events and information
- Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities.

13.

Links with other policies and why Policy

Behaviour Policy
Safeguarding Policy
E-safety and Acceptable use policy
Complaints Procedures

Why

Rewards and sanctions, Codes of conduct
Child protection
Cyber bullying and e-safety
Guidelines to make a complaint if families are not happy with the school's response