



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. We recognise the potential seriousness of both physical and emotional bullying and the associated long-term psychological effects.
- 3.2. Bullying is defined as: An 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. Bullying can happen anywhere: at school, on the journey to school, in sporting teams, between neighbours or in the workplace. The school acknowledges its responsibilities to support families if bullying occurs off the premises. We take proactive action to minimise the risk of peer-on-peer abuse, and create a supportive environment where victims feel confident in reporting incidents. (see section 2.4 of the Safeguarding Policy)
- 3.3. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent and 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.
- 3.4. 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'.
- 3.5. As part of the requirement on schools to promote fundamental British values, we proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. 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.
- 3.6. Examples of bullying behaviour are:

Verbal	name calling, teasing, taunting, abuse, putdowns, sarcasm, insults, threats
Physical	hitting, punching, kicking, scratching, tripping, spitting. pushing people around, poking, biting
Social	intimidating, ignoring, isolating or excluding from a group, ostracising, alienating, making inappropriate gestures, tormenting, coercion, unwanted physical contact , posting of semi-nude images
Psychological	spreading rumours, writing unkind notes, 'looks', taking or hiding or damaging possessions, malicious online messages and email messages, inappropriate use of smartphones, demanding money



3.7. Other types of bullying include:

- **Sexual bullying** involves unwanted and unwelcome attention of a sexual nature. This may be physical or verbal or involve the denigration of an individual on sexual grounds or by sexual means. Any unwelcome behaviour of a sexual nature which creates an intimidating, hostile or offensive environment for the recipient may be regarded as sexual bullying. This includes the sending, receiving and distribution of semi-nude images or footage.
- **Racial bullying** is offensive action and behaviour, deliberate or otherwise, relating to race, colour, ethnic or national origin directed at an individual or group, which is objectionable to the recipient and which creates an intimidating, hostile or offensive environment.
- **Religious or Cultural Bullying** involves offensive action and behaviour relating to a person's religion, belief or culture. This includes a broad definition of beliefs and cultures and includes minority religions, humanists, atheists and people of different nationalities.
- **Homophobic or sexual orientation bullying** is bullying directed at persons or groups on the grounds of a perceived or actual sexual orientation (applying equally to homosexual, heterosexual or bisexual boys or girls). In terms of sexual orientation, discrimination can occur because of an association with a gay or bisexual person (e.g. friend or relative).
- **Disability Bullying** is bullying in respect of a person's disability or impairment. This may be due to a physical disability or due to discrimination focused on a student's special educational needs.
- **Cyberbullying** refers to any form of bullying that takes place using electronic technology, for example text messaging, picture or video-clips, email, chat rooms, social networks, instant messaging, social websites, photographs, web logs, online personal polling sites, personal websites and so on. The opportunities for bullying within this sphere are growing as the technology becomes more powerful. Students are taught to stay safe online covering subjects including extremism and radicalisation, pornography, digital footprint, cyber-crime and gambling through a variety of methods. These include: the PSHE curriculum, ICT lessons, Community Police lessons, assemblies and tutor periods. Elizabeth College has a clear Digital Safety and Acceptable Use Policy and has the following safeguards in place:
 - a) All students and members of staff are required to agree to abide by the College Code of Conduct when they log onto a computer.
 - b) All e-communications used on the school site or as part of school activities off-site are monitored.
 - c) All access to the internet by students is filtered and bars are placed on a variety of unsuitable websites.



- d) 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.
- e) Staff are aware of the need to be vigilant and to act accordingly when a problem arises. The Police may be informed of serious incidents involving cyber bullying.

3.8. The following website gives guidance on e-safety <http://www.swgfl.org.uk/Staying-Safe> and the Childline website www.childline.org.uk is a useful source of advice for children.

3.9. Further information can be found at: 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'. 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.

5. Reporting and responding to bullying

- 5.1. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.
- 5.2. 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).
- 5.3. 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.



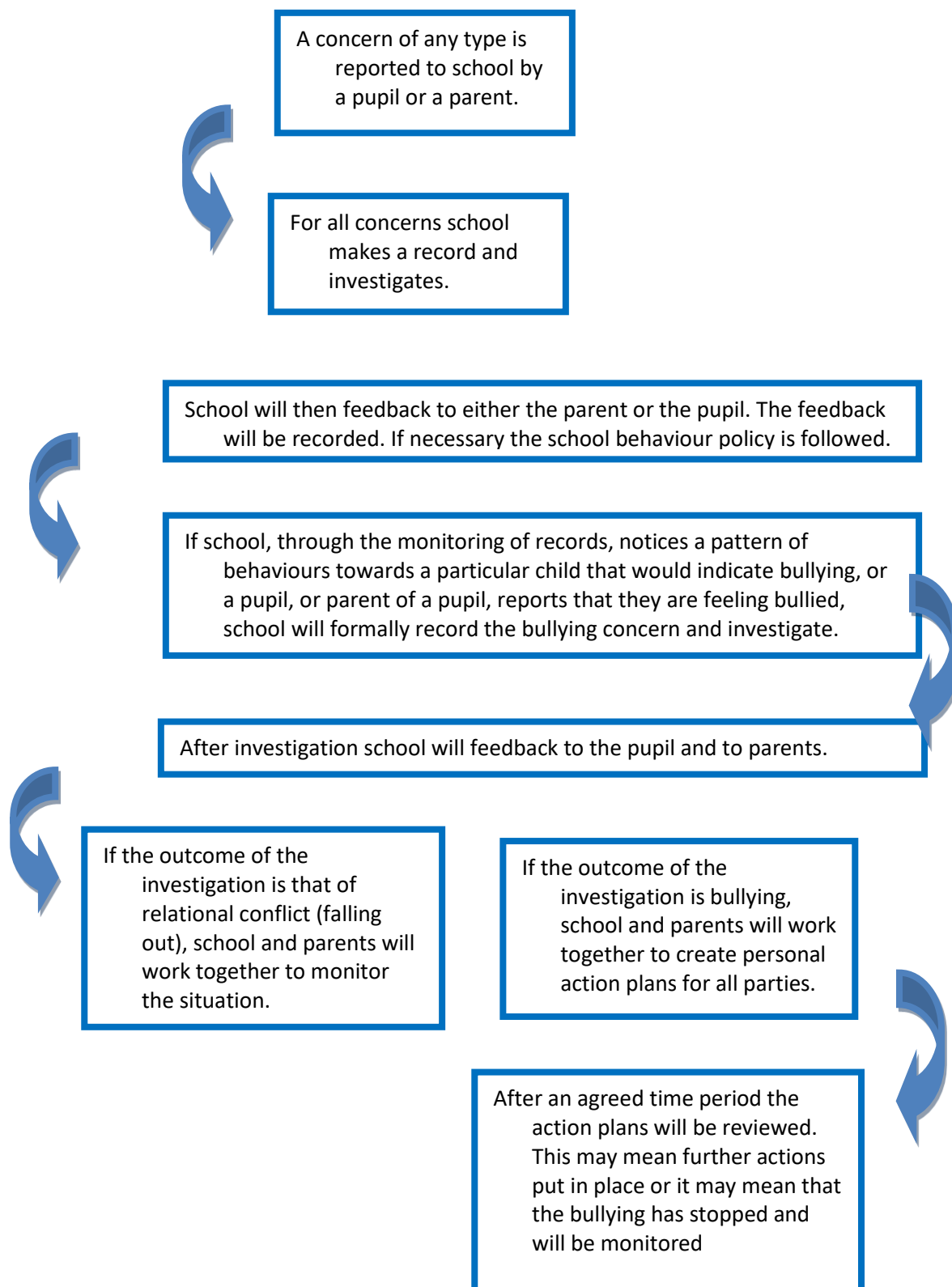
5.4. Procedures:

- 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.



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6. Responses to bullying

6.1. The school takes a wide-ranging 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.

7. Possible strategies to support all parties

7.1. 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

8. Recording bullying and evaluating the policy

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



9. Strategies for preventing bullying

9.1. 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
- Gateway Behaviours (Appendix1)
- Strategies to make it easier for children to report concerns – e.g Thought boxes
- 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.

10. Links with other policies

Links

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



Appendix 1

Managing Behaviour at ECJS

It is our intention that, any incidents which occur, are dealt with in a manner that ensures a positive learning experience for the pupil concerned.

It is hoped that they will, on reflection, learn to manage their future behaviour in such a way that there is long term benefit from a short-term action.

The whole school employs the use of Decider Skills to aid pupils in managing their own behaviour and response to difficult situations.

Gateway behaviours –

"socially inappropriate behaviours use to convey contempt and dominance, such as whispering about people in front of them, laughing at other openly, eye rolling, ignoring, name calling, encouraging peers to drop friends "

The Nine-Second Response to Addressing Gateway Behaviours

Step One: Consistently notice gateway behaviours

– this may seem overwhelming but the goal is to change the students' behaviour so that those violations no longer occur. If you notice and respond consistently, you won't have to do this for long.

Step Two: Own the impact – tell the offending individual that you-not the target-are offended and bothered by the behaviour and that they must stop. The critical element here is not to empathize the damage being done to the target. Instead, emphasize the damage to yourself and to the entire school community. If needed you can talk to the child who was being targeted later. By not, addressing the target, you're emphasizing that it is not the target's job to bear the responsibility for that damage.

Pupil Exhibits Good Behaviour

Aim High Be Kind Be Brave

Direct Praise

AH All Stickers build up House points for good behaviour and academic effort.

BW Catch Me Being Good Stickers – holographic sticker

BW Site – 20 credits = Credit card completion – iSams

House System

Class based rewards – Golden time , Marble Jar

Fair Play Fox

Celebration Assembly, Fuzzy Bug Assembly

Pupil Exhibits Poor Behaviour

Verbal Reference to Golden Rules and Decider Skills.



Visual Reference Reflection Time

Golden Rules and Decider Skills visuals from class displays or Incident Book or Class based cards



Class Based Reflection Time

PSHE, Form time



Repeated breach of the Golden Rules, harming others or damaging property warrants a Reflection entry with Pastoral Deputy. Log kept.

Parents Informed

OR

Serious breach of rules.

Reflection entry Pastoral Deputy. Log Kept

Parents Informed

Monitoring

Monitored by The Phase Leader once a week with Staff and RAG Rating system put in place.

Actions from Class Teacher/ Pastoral Deputy / SEN Lead going forward



Reported to SLT.

Interventions and actions reviewed.



Individual targeted programme put in place.

Outside Agencies involved