



The Equals Trust Policy for Anti-Bullying

Nottinghamshire and School Specific Processes

Adopted : Spring 2018

Review : Spring 2019

Signed.....(Chair of Trust Board)



Introduction

At Robert Miles Junior School we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

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 well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate. We have adopted the NCC Anti-Bullying Policy.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- by taking their views on a draft version of the policy
- Governors - by taking their views on a draft version of the policy
- Parents/carers – through representation on the Governing Body
- Children and young people - pupils contribute to the development of the policy through the views they express during anti-bullying week and through the pupil questionnaire

This policy is available

- On the school website (paper copy available on request through the school office)

Roles and responsibilities

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –Bullying Coordinator in our school is *Rob Gilbey, Head teacher*.

The 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

The nominated Governors with the responsibility for Anti- bullying (Behaviour) is: - (needs to be appointed academic year 2018/19)

Definition of Bullying

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.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

Behaviour often associated with bullying

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.

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.

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

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.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti

- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

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’.

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called ‘protected characteristics’.

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. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purpose

Other vulnerable groups include

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

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

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.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person’s sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. 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.

Where does bullying take place?

Bullying is not confined to the school premises, it may also persist outside school, in the local community, and on the journey to and from school.

Cyberbullying

The 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.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking
-

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Bullying can take place between:

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

Reporting and responding to bullying

Our school reports bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the targets of bullying or have witnessed bullying behaviour (bystanders). Reported bullying incidents are discussed with School Governors.

Children and adults should pass concerns on to the Headteacher or Deputy Headteacher. This may be done by asking an available member of staff pass the information on. Communication is welcomed by email and letter.

As with any issues regarding safeguarding and children's welfare it is important that all stakeholders know how to and to whom to report any concerns. Children are encouraged to use the expression 'can I

have a word please?' if they need to speak to a member of staff about something that is concerning them. This information is given to children through assembly times.

We have an open door policy where parents are welcome to speak to any member of staff if they have any concerns. Every morning there is a member of SLT at the front gate and a teacher on the playground who are available for parents if there are any concerns. Any reported concerns are dealt with by the pastoral care team and recorded on CPOMS. If the concern is of a confidential nature, this can also be logged accordingly.

Staff are updated on pastoral care concerns during a weekly briefing and are also updated on changes to policies where relevant. Visitors to school, such as students on placements are told, during their induction, that they must report any incidents that they may witness which may be regarded as bullying or any incident that affects a child's wellbeing to one of the senior staff.

Role of Parents

Parents have an important role to play in our anti-bullying policy. All parents are given the following advice when their children join our school:

Parents have an important part to play in our anti-bullying policy. We ask parents to help us by:

- 1. Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.*
- 2. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.*
- 3. If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.*
- 4. If a child has bullied your child, please do not approach that child on the playground or involve an older child to deal with the bully. Please inform school immediately.*
- 5. It is important that you advise your child not to fight back. It can make matters worse! We understand that it is very tempting to tell your child that if someone hits you to hit them back, but ultimately this will lead to an increase in violence rather than a decrease. We want children to stick up for themselves by being assertive rather than aggressive. Seeking help and standing up to bullies without resorting to violence will help children develop this assertiveness.*
- 6. Tell your child that it is not their fault that they are being bullied.*
- 7. Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.*
- 8. If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.*
- 9. Reassure your child that the school takes all form of bullying very seriously and will always deal with any incidents reported.*

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem.

Procedures

At Robert Miles Junior School we adhere to 5 key points when dealing with reported incidents of bullying:

1. Never ignore suspected bullying
2. Don't make premature assumptions
3. Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth
4. Adopt a problem solving approach
5. Follow up repeatedly, checking bullying has not resumed

The following procedures outline what we will do when bullying is suspected or reported. Our approach makes it clear to all involved we take a zero tolerance approach to bullies. However, we are aware that we also need to consider carefully the reasons behind why a bully has bullied; we know that, often, bullies are often victims too, - that is why they bully.

1. Children will know who to talk to in the first instance. This will usually be their class teacher, but it could also be a member of the School Council, another teacher known to them, a Learning Support Assistant, a midday supervisor or the Head Teacher.
2. The children will be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in a position of responsibility should feed back to the class teacher as soon as possible.
3. The class teacher takes steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics. Sanctions procedures as set out in the Good Behaviour and Discipline Policy will be followed.
4. The parents of both the bullied and the bully are informed, if they are not already aware of the situation, and the procedure that has been followed explained.
5. If there is no improvement, or further bullying occurs, the parents of the bullying child must be contacted again in order to come into school to discuss the problem. If further bullying takes place, then full use will be made of the sanctions procedures set out in the Good Behaviour and Discipline Policy.
6. As a result of the discussion clear expectations are laid down as to:
 - Expected behaviour and attitudes
 - Where the bullying child should be at specific times of the day
 - Who they should report to, and when
 - Who they should keep away from
 - What are the arrangements for beginning/ending lessons, lunchtimes, starting and ending day
 - The future sanctions, including fixed or permanent exclusion, that will be used if the bullying behaviour does not change
 - Individual circumstance will determine the precise arrangements to be made.
7. We will use a range of responses and support appropriate to the situation. These may include - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
8. The school will do all in its power to avoid exclusion, and therefore support will be given to the parents and the bullying child to develop appropriate social skills, and help raise their self esteem. An Individual Behaviour Plan will be agreed with the child, the child's parents and the school. Ultimately, the school will use exclusion in any case where the health and safety of other children at the school is threatened.

9. All incidents, action taken and outcomes will be recorded in the Bullying Incident Log and recorded on CPOMs.
10. Once incidents of bullying have been dealt with, the Head Teacher will ensure follow up meetings with children and/or parents. These meetings will check that the bullying has not reoccurred. This includes referring parents to our Complaints Procedure if they are not satisfied with the schools actions
11. We will liaise with the wider community and possibly police if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident using our electronic system, CPOMS, and the anti-bullying coordinator will be notified.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings and briefings.

This information will be presented to the governors as part of their termly reports

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced –related incidents (August 2017)

These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottsc.gov.uk

The policy will be reviewed and updated annually.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Robert Miles Junior School have developed the following strategies to promote positive behaviour and discourage bullying behaviour

- Ensuring that the school actively promotes the celebration of difference and diversity as part of our school values
 - Honours Assembly each Wednesday where, along with academic achievement, children's positive behaviour towards others is celebrated.
 - Anti-Bullying week annually in November and Safer Internet Day in February
 - PSHE/Citizenship lessons
 - Celebration events
 - Student voice, school council
 - Raise of awareness of cyber bullying and e-safety through lessons
1. Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
 - Restorative Justice
 - Counselling and/or Mediation schemes
 - Small group work
 2. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

3. Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour

Links with other policies

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Child Protection Policy	Child protection
Single Equality policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability)
Whistleblowing and Confidential Reporting Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response