ANTI-BULLYING POLICY

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Introduction

The purpose of this policy to is to provide a framework for responding to incidents involving bullying consistently and promptly.

This policy is to be read in conjunction with the Mission Statement and Teaching and Learning Policy as together they establish the general ethos of the school. Please also refer our policies on: Behaviour for Learning and Relationships; Equal Opportunities; Health and Safety; Child Protection; Suspension and Exclusion; Special Educational Needs, Personal Development Learning (PDL) and the Governors Statement: Behaviour Principles.

At Denmead Junior we strive to create a growth mind-set for learning and life for all our children by using growth mind-set language and behaviours. This encompasses all interactions, between pupils and staff, amongst staff and amongst pupils. In addition, we promote the Learning Powers of Resilience, Reflection (to Self-Improve), Concentration, Curiosity and Co-operation. In everything that we strive to do, and the way that we do it, we promote, model and teach the children the values held within our Vision Statement (Inclusive, Authentic, Aspire for Excellence) and the School Rules.

Aims

At Denmead Junior School we aim to:

- Provide a safe and happy learning environment for all children
- Show that we have 'zero tolerance to bullying' by responding to and investigating fully any case of bullying immediately and consistently
- Make the prevention of bullying a high priority within the school with a clear commitment from the Head Teacher, governors and all school staff
- Use the school curriculum to raise awareness of bullying
- Ensure our school curriculum is inclusive and diverse and teaches the children about racial literature, the protected characteristics and the British Values.
- Take part in the annual national Anti-Bullying Week and Internet Safety activities
- Encourage a culture in school where it is fully accepted that children and adults tell staff of any bullying behaviours
- Inform and guide the community so that they understand that derogatory comments against those with protected characteristics (Equality Act 2010) are a criminal offence (The term 'hate crime' can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards the victim's disability, race, religion, sexual orientation or transgender identity. These aspects of a person's identity are known as 'protected characteristics'. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property.)

Amongst children we aim to:

- Develop a respect for themselves and others, so that all feel safe and secure
- Encourage behaviour that supports their own learning and that of others
- Develop tolerance and understanding of the rights, differences and views of others
- Develop a respect for their property and that of others
- Develop appropriate and relevant social skills
- Educate them with the skills needed to stay safe online
- Develop the language and skills to solve their problems calmly, openly and with understanding
- Encourage the child to take responsibility for the consequences of their actions and choices
- Create and encourage a code of conduct based on our Values Education which will act as a model beyond the school
- Promote Restorative Justice approaches to investigate and resolve behaviour incidents between children

Principles

It is important that all staff agree on the aims and objectives of such a policy and know what to do when an incident of bullying is reported.

We will:

- Monitor children about whom we are particularly concerned, noticing signs of bullying
- Recognise that some children may find it difficult to disclose that they are being bullied but may display signs that indicate their vulnerability and need for support.
- Review supervision levels throughout the school day
- Investigate every reported incident of suspected bullying and take prompt and appropriate action
- Listen carefully to all those involved to determine an accurate picture of events
- Ascertain the possible reasons behind the bullying incidents, taking appropriate action against the bully and reassuring the victim
- Where appropriate, consult and work with professionals from other agencies
- Work with parents and carers

Definition of bullying

There is no legal definition of bullying. However, it can be defined as:

A child, or a group of children, physically, verbally or psychologically causing distress to another child, or a group of children over a period of time.

It takes many forms and can include:
- physical assault
- verbal
- Indirect- being unfriendly, spreading rumours, excluding, tormenting
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying causes misery, fear, stress and insecurity to the victim and is unacceptable behaviour in our school community. It is important to recognise that there is a distinction between bullying and the more commonplace arguments between children or friendship issues, using the principles above.

The school regards instances of bullying as a serious matter. We recognise that bullying happens in all schools and we try to encourage children to speak out when confronted with a problem, either to a friend, a parent, or a member of staff. The school staff are also alert to signs of a child being unhappy and may talk sensitively to the child if suspicious.

Increasingly children are open to cyber-bullying 24/7, due to the high number of children who have access to gaming devices, tablets, phones and the internet outside of school. We strongly encourage parents to report any incidences of bullying behaviours that occur on-line to the school so that we can help to support both the victim receiving the bullying behaviour and the individual carrying out the bullying behaviours.

Cyber Bullying and Harassment
Cyber-bullying is defined as 'an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.' By cyber-bullying, we mean:
- Bullying by electronic media.
- Bullying by texts or messages or phone calls.
 - The use of cameras to cause distress, fear or humiliation.
- Posting threatening, abusive, defamatory or humiliating material on websites, including blogs, personal websites, social networking sites
- Using e-mail to message upsetting content to others.
- Hijacking/cloning e-mail accounts.
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums including during 'online chats' within gaming apps/ websites.

Cyber Bullying and Harassment of/by Pupils:
The school policy for correct procedures regarding a pupil being cyber-bullied is outlined in detail in the school's Safeguarding policy which must be read by all staff.

Cyber Bullying and Harassment of/by Staff and Other Adults:
This section should be read in conjunction with the Department of Education guidance contained in "Cyber-bullying: Advice for Headteachers and School Staff".
The school will consider it a potential disciplinary matter if staff utilise any information and communications technology, including email and social networking sites, in such a way as to bully or harass others in the school, in professional organisations, pupils or parents, whether this takes place during or outside of work.
Staff members need to be aware that no matter what the privacy settings on their social media site, inappropriate or derogatory information about a colleague, pupil or parents can find its way into the public domain even when not intended. It should be noted that a person does not need to directly experience this form of victimisation in order for it to be classed as cyber bullying/harassment. The fact that a person is unaware that offensive or derogatory comments about them have been placed on websites still fits the criteria of cyber bullying/harassment.
If a staff member receives any threats, abuse or harassment from members of the public online then they must report such incidents to the Senior Leadership Team, or where necessary the police. Support is also available through Hampshire's confidential counselling service, Employee Support (0800 030 5182).

The school owes a duty to take reasonable steps to provide a safe working environment free from bullying and harassment. For this reason, it is essential that the Senior Leadership Team take appropriate steps to deal with any incident where it is alleged that a staff member

has subjected others to abusive or personally offensive emails, phone calls or content on social networking sites such as Facebook, Twitter, You Tube or by any other means.

If a Senior Leader is made aware of such an allegation, the Senior Leadership Team should deal with it in the same way as any other incident of bullying or harassment in line with school policies, by investigating the allegations promptly and appropriately and providing the victim with support which demonstrates that the matter is being dealt with seriously. Senior Leaders should encourage staff to preserve all evidence by not deleting emails, logging phone calls and taking screen-prints of websites.

If the incident involves illegal content or contains threats of a physical or sexual nature, the Senior Leadership team should consider advising the employee that they should inform the police. In the event that such evidence contains indecent images of children, it is an offence to save, send, or alter an image or to show it to anyone else. Therefore, the evidence must be placed in a secure location such as a locked cupboard where others will not be able to see it. In these circumstances the Police should be contacted immediately for advice.

Workplace Bullying

As made aware by the Department for Education in 2014, it is equally important that schools view bullying amongst adults, as well as pupils, unacceptable. In relation to social media, employees at DJS should not be exposed to derogatory comments posted about them on social media sites by parents, children, colleagues or other adults. DJS is committed to providing a safe and comfortable workplace for its employees, and will not tolerate inappropriate or abusive behaviour in any form.

Child abuse:

Child abuse is when a child is intentionally harmed by an adult or another child – it can be over a period of time but can also be a one-off action. It can be physical, sexual or emotional and it can happen in person or online.

More information on what constitutes as child-on-child abuse and how to appropriately handle child-on-child bullying can be found in the Safeguarding policy and Behaviour for Learning and Relationships policy.

Prejudice-based bullying

Prejudice-based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice-based on a person's real or perceived:

• Disability

• Race

 • Religion

• Gender identity

 • Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender does not have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced by:

• threatened or actual physical assault

• derogatory name calling, insults, for example racist jokes or homophobic language

 • hate graffiti (e.g. on school furniture, walls or books)

• provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations

• distributing literature that may be offensive in relation to a protected characteristic

• verbal abuse

• inciting hatred or bullying against pupils who share a protected characteristic

• prejudiced or hostile comments in the course of discussions within lessons

• teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background

• refusal to co-operate with others because of their protected characteristic, whether real or perceived

• expressions of prejudice calculated to offend or influence the behaviour of others

• attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

We will respond by:

• clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the school

• taking preventative action to reduce the likelihood of such incidents occurring

• recognising the wider implications of such incidents for the school and local community

• providing regular reports of these incidents to the Governing Body

• ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents and hate crimes

• dealing with perpetrators of prejudice-based abuse effectively

• supporting victims of prejudice-based incidents and hate crimes

• ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

Dealing with bullying: School Strategy

We always promote the highest expectations of behaviour, self-respect and respect for others. Opportunities are planned specifically to enable children to talk about issues surrounding bullying through: a Personal, Social and Health Education and Citizenship programme; an E-Safety unit within our Computing programme; assemblies, P4C sessions and participation during focused events such as Internet Safety Day and Anti-Bullying Week. In addition to this, the children are undertaking lessons during their PSHE lessons focused on prejudice in order to understand the impact of their actions and words. They are given clear guidance on what constitutes bullying and, through discussion and drama, are given the opportunity to rehearse strategies for dealing with bullying. If parents find a problem, the school encourages them to share their thoughts. The school also needs to be informed of incidents outside school which may affect relationships during the school day. To encourage a culture of openness, our school has an open-door policy and adults are available and accessible for pupils to talk to informally across the school day.
The children's curriculum is being re-designed to ensure that it is representative of both our school and of the country as a whole. This means that we are dedicated to ensuring that our curriculum is inclusive and diverse and that it builds racial literacy.

Children are always encouraged to speak to someone about their worries, and are advised that they should tell someone at home, their teacher, another adult in the school, a friend or older pupil. Ultimately, they should seek advice from a trusted adult with whom they feel comfortable. Our Listening Tree and whole school Worry Box offer additional methods for the children to be heard. A report of bullying will be listened to, discussed and a way forward will be agreed.

At DJS, the pupil voice groups such as the school council take an active role in being the voice of our pupils and are keen to tackle issues such as bullying before incidents arise.

It is our duty to educate our pupils to help protect them from harm. We teach our pupils that all children have the right to:

- Be physically safe.
- Keep their own possessions.
- Be free of insult, derogatory terms and teasing.
- Be able to associate with others for companionship and friendship by choice.

Sanctions

Sanctions are used where bullying behaviour is clearly proven. We will operate the sanctions by making it clear that we do not tolerate bullying of any kind (both in school and out of school) and explaining clearly the punishment and why it is being given. Sanctions are tailored to respond to the incidents and the children involved, after discussion with the parents. These will include:

- In cases of one-off incidents where no physical harm occurs or in cases of continuous or more frequent bullying a reprimand may be sufficient.
- parents are to be informed
- free time or privileges may be withdrawn.
- a loss of free time over a longer period may occur

- involvement may be sought from outside agency support

In very serious cases, a pupil may be excluded. This will involve the parents and Governors.

We understand that pupils who bully others need intervention to ensure that the root of the behaviour is tackled. This will make for long-lasting change. Pupils who have bullied will be helped by:
• Discussing what happened
• Discovering why the pupil became involved
• Establishing the wrong doing and the need to change, which may need the support of ELSA
• Informing parents or guardians to help change the attitude and behaviour of the child.

The Victim

Anyone can be the victim of bullying and all staff are aware of their duty to safeguard pupils' social, emotional and mental wellbeing. However, staff are additionally aware of the needs of particularly vulnerable groups, including but not limited to children with disabilities, children who identify as LGBTQ+ and children who are socially-isolated.

We understand the pupils who have been bullied will need additional emotional and social support to ensure that they are able to move past it without long-term effects. Pupils who have been bullied will be supported by:

 • Offering an opportunity to discuss the experience with a class teacher or a member of staff of their choice

 • Reassuring the pupil

• Offering continuous support (e.g. through ELSA)

• Restoring self-esteem and confidence

• Referral to external services such as CAMHS if necessary

We understand that pupils may in exceptional circumstances experience bullying which has a life-altering impact on their physical and mental health. In these cases, the school will work with parents and carers, alongside the governing body, to provide alternative provision. This may include removal from the class or from the school to another mainstream setting but this is unlikely to happen in the majority of cases; this is because the removal of a child from their peers could have additional negative ramifications on the pupil.

Reporting

All incidents of suspected bullying are recorded by school staff using the school CPOMS system and must be actioned by a member of SLT.
After investigation, when it has been established that there has been an incidence of bullying, rather than friendship fall-out, this will be reported to governors.

The following method is our **"step by step"** guide to investigating and resolving conflict.

- *Step one* – **Gathering Information**

The adult that the child has spoken to will encourage the child to talk about the experience, making notes and being clear of the facts, particularly who was involved and any eyewitnesses who may have seen an event. The adult will log all information onto the school behaviour recording system (CPOMS), tagging in the class teacher also. In situations where suspected bullying occurs the issue would be discussed by the Inclusion Team and the Headteacher (or in her absence, a member of the SLT) would then investigate further.

- *Step two* – **Meeting A; children**

The Headteacher would convene a meeting with the people named separately to gain a fuller picture from both sides.

- *Step three* – **Meeting B; parents**

The Headteacher will then speak to both sets of parents to communicate what has been disclosed and any further information that has been gleaned.

- *Step four – Monitoring*

The Headteacher will then agree a set of behaviours with the alleged perpetrator and communicate with the alleged victim. The Headteacher will then monitor by checking in with both parties on a regular basis, including key adults where appropriate. The Headteacher will encourage the parents to also inform the school of any additional information throughout this period.

- *Step four – Resolution*

When an incident has been dealt with and a resolution reached, the Headteacher will inform parents, detailing the incidents and strategies used to find resolution. They will also offer support for parents in encouraging their child to make the right choices (children displaying bullying behaviours) and to be more assertive in applying strategies learnt (for children experiencing bullying). Both sets of parents will understand that the incident has been taken seriously and has been logged within the school systems.

- *Step five – Preventing repeat behaviour*

Actions are considered by the Inclusion Team to support both the victim and the perpetrator, as well as the school community.

Useful resources:

https://www.anti-bullyingalliance.org.uk/

https://www.bullying.co.uk/

https://www.childline.org.uk/info-advice/bullying-abuse-safety/

https://www.internetmatters.org/issues/cyberbullying/

https://www.kidscape.org.uk/

https://www.saferinternet.org.uk/

https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis