

St Ives Junior School
Anti-Bullying Policy 2018



This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2018. The school has read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

1) Policy objectives:

- This policy outlines what St Ives Junior School will do to prevent and tackle all forms of bullying.
- St Ives Junior School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other school policies and practices This policy links with a number of other school policies, practices and action plans including:

- Positive Management of Behaviour policy
- Complaints policy
- Safeguarding and Child protection policy
- Acceptable use of IT policies

3) Links to legislation

- There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
 - The Education and Inspection Act 2006, 2011
 - The Equality Act 2010
 - The Children Act 1989
 - Protection from Harassment Act 1997
 - The Malicious Communications Act 1988
 - Public Order Act 1986

4) Responsibilities

- It is the responsibility of:
 - The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
 - School Governors to take a lead role in monitoring and reviewing this policy.
 - All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
 - Parents/carers to support their children and work in partnership with the school.
 - Pupils to abide by the policy.

5) Definition of bullying

- Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

6) Forms of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types of bullying including:
 - Bullying related to race, religion, nationality or culture
 - Bullying related to SEND (Special Educational Needs or Disability)
 - Bullying related to appearance or physical/mental health conditions
 - Bullying related to sexual orientation (homophobic bullying)
 - Bullying of young carers, children in care or otherwise related to home circumstances
 - Sexist, sexual and transphobic bullying
 - Bullying via technology, known as online or cyberbullying

7) School ethos

- St Ives Junior School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.
- *We will*
 - Monitor and review our anti-bullying policy and practice on a regular basis.
 - Support staff to promote positive relationships, to help prevent bullying.
 - Recognise that some members of our community may be more vulnerable to bullying and its impact than others;
 - Intervene by identifying and tackling bullying behaviour appropriately and promptly.
 - Ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
 - Require all members of the community to work with the school to uphold the anti-bullying policy.
 - Report back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
 - Seek to learn from good anti-bullying practice elsewhere.
 - Utilise support from the Local Authority and other relevant organisations when appropriate.

8) Responding to bullying

- The following steps may be taken when dealing with all incidents of bullying reported to the school:
 - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
 - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
 - The headteacher/ deputy headteacher or another member of leadership staff will interview all parties involved.
 - The designated safeguarding lead (DSL) will be informed of all bullying issues where there are safeguarding concerns.
 - The school will inform other staff members, and parents/ carers, where appropriate.
 - Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
 - If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children’s social care (if a child is felt to be at risk of significant harm).
 - Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and discussed with parents, with sanctions being put in place in school where appropriate
 - A clear and precise account of the incident will be recorded by the school within the MyConcern system. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

St Ives Junior School will refer to Childnet’s Cyberbullying guidance to aid the most effective actions being taken.

- When responding to cyberbullying concerns, the school will:
 - Act as soon as an incident has been reported or identified.
 - Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
 - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
 - Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
 - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils’ electronic devices, such as mobile phones, in accordance with the law and with the DFE document ‘
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the person responsible, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has, or may have, been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

- *Pupils who have been bullied will be supported by:*
 - Reassuring the pupil and providing ongoing support.
 - Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
 - Discussing how to respond to concerns and build resilience as appropriate.
 - Working towards restoring self-esteem and confidence.
 - Providing ongoing support which may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).
- *Pupils who have perpetrated the bullying will be helped by:*
 - Discussing what happened, establishing the concern and the need to change.
 - Informing parents/carers to help change the attitude and behaviour of the child.
 - Providing appropriate education and support regarding their behaviour or actions.
 - If online, requesting that content be removed and reporting accounts/content to service provider.
 - Sanctioning, in line with school behaviour/discipline policy; including the consideration of and fixed-term or permanent exclusions in certain circumstances
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Supporting adults

It is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

- *Adults who have been bullied or affected will be supported by:*
 - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
 - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.

- Where the bullying takes place off school site or outside of normal school hours (including online), investigating the concern and ensuring that appropriate action is taken
 - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
 - Reassuring and offering appropriate support.
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- *Adults who have perpetrated the bullying will be helped by:*
 - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
 - If online, requesting that content be removed.
 - Instigating disciplinary, civil or legal action as appropriate or required and seeking advice from the Local Authority

9) Preventing bullying

Environment

- The whole school community will:
 - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
 - Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
 - Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
 - Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
 - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
 - Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

- The whole school community will:
 - Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
 - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or affects pupils, even when they are not on school premises; for example, when online
 - Implement appropriate disciplinary sanctions, with the consequences reflecting the seriousness of the incident, so that others see that bullying is unacceptable.
 - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

- The school community will:
 - Inform all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, of how to identify bullying and take appropriate action, following the school's policy and procedures
 - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies and the pupil council, etc.
 - Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

10) Involvement of pupils

- *We will:*
 - Involve pupils to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
 - Ask for children's views on bullying.
 - Ensure that all pupils know how to express worries and anxieties about bullying.
 - Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
 - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
 - Publicise the details of internal support, as well as external helplines and websites.
 - Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

11) Involvement and liaison with parents and carers

- *We will:*
 - Ensure that key information about bullying (including policies and named points of contact) is available to parents/carers.
 - Ensure all parents/carers know who to contact if they are worried about bullying and where to access advice.
 - Work with all parents/carers and the local community to provide positive role models and to address issues beyond the school gates that may give rise to bullying.
 - Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12) Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for behaviour will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Appendix A

Signs of bullying

It can be hard for adults, including parents, to know whether or not a child is being bullied. A child might not tell anyone because they're scared the bullying will get worse. They might think that they deserve to be bullied, or that it's their fault. Sometimes, children simply fall out with each other or do/say the wrong thing out of impatience, tiredness, thoughtlessness or annoyance. It is important to remember that bullying is:

S several
T times
O on
P purpose

You can't always see the signs of bullying, but you should look out for:

- belongings getting "lost" or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

Other unusual or out of character behaviour may include:

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

Appendix B

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srrc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
 - A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

www.gov.uk/government/publications/preventing-and-tackling-bullying