



JOHN EMMERSON BATTY PRIMARY SCHOOL

Anti-bullying Policy



To be read in conjunction with Behaviour and Discipline Policy

John E. Batty's Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. **We are a TELLING school.** This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Underlying Principles

The following principles underpin our Anti-Bullying Policy and Procedures.

- There is no such thing as acceptable bullying.
- No incident of bullying should be ignored.
- Children and young people have the right to expect that they will not be bullied.
- Children and young people have the right to be cared for in a safe, supportive environment.
- All stakeholders in our school have a duty to work together to resolve bullying problems and to secure the co-operation of parents and carers.
- There is no single solution to bullying problems. It is the responsibility of all staff and carers to assess the particular situation and determine an appropriate response.

Statutory Duty of Schools

The Education and Inspectors Act 2006 require that the head teacher must determine measures on behaviour and discipline that form the school behaviour policy. At John E. Batty School we have a Behaviour policy, which includes measures that encourage good behaviour and respect for others on the part of pupils and seeks to prevent all forms of bullying. We also use curriculum awareness with regard to anti-bullying.

In accordance with the above act, the law empowers head teachers to regulate the behaviour of pupils when they are 'off site' and empowers members of staff to impose sanctions for inappropriate behaviour.

Policy Aims

- For every child to feel safe and secure.
- To prevent/denounce any kind of bullying behaviour, clearly and firmly.
- To react to bullying behaviour in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has been bullied and trigger sources of support.
- To acknowledge that the individual/group who bully also need support.
- To use the Behaviour Policy, PSHE lessons, Circle Time, all staff and children to create a climate of respect in which bullying will not flourish.

What Is Bullying?

If our anti-bullying policy is to work, it is essential that there is an understanding on the definition of bullying.

Bullying is:

- deliberately hurtful behaviour
- often repeated over a period of time
- difficult for those being bullied to defend themselves against

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet such as: social media, email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

The Abuse or Unjust Use of Power

Bullying is a form of aggressive behaviour, deliberately hurting or harming another person. There is a wide measure of agreement that the distinguishing feature of bullying is that there is an imbalance of power between the individuals involved so that it is difficult for the victims of the bullying to defend themselves.

A more dominant individual abuses the power he or she has over a less dominant individual. In this sense bullying is an unjust use of power. The victim of the bullying lacks the strength or skills to resist the bullying.

It is the unfairness of bullying that is the key feature. One individual abuses the power he or she has over another individual.

Victim's Perception

As part of the appropriate response to allegations of bullying, attention may be given to supporting the victim in terms of defining bullying, whilst undertaking investigations sensitively so as to protect the rights of the accused, should the allegations be found to be unsubstantiated.



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Intentions and Feelings

It is not only the bullying behaviour that needs to be considered, account should also be taken of the bully's intentions and of the victim's feelings. Individuals who are bullying do not always realise that this is what they are doing. Similarly behaviour that might appear to the casual observer to be harmless teasing may be intended to be hurtful and be experienced as hurtful.

Addressing bullying must focus on the behaviour and not the child/young person, with the focus upon reducing the potential for such behaviour to be repeated.

Children and Social Skills

It should be recognised that children are developing and learning their social skills and awareness of social norms. For this reason we recognise that there will be occasions when children may involve themselves in inappropriate behaviour which would not be socially acceptable to adults. The school recognises that there will be individual incidents, when one child's behaviour is hurtful to another child, but that the term of bullying is not appropriate due to the children's stages of development. In these cases the term 'unacceptable behaviour' will be used to categorise the behaviour and the matter dealt with through normal behaviour management procedures. The child in question would be helped to learn appropriate behaviour in future.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and investigate where they have concerns that bullying may be taking place:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do badly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered.

Severity of Bullying

Assessing the severity of bullying is an exceptionally difficult task. At John E Batty we consider a range of variables when assessing the severity of particular incidents of bullying. These might include:

- degree of distress suffered by the victim;
- degree of coercion used;
- extent of attempts to secure secrecy;
- persistence of the bullying;
- clarity of intent to cause harm;
- the extent to which the individual who is bullying is more powerful, e.g. in terms of age, physical strength, personal and social skills.

ACTION TO BE TAKEN WHEN BULLYING COMES TO LIGHT

PUPILS SHOULD:

If **YOU ARE BEING BULLIED** you should:

- **tell someone** you trust about the incident/s. Preferably a member of staff. If not a member of staff, tell a member of your family or a friend.
- remember you are not the one with the problem
- if you can, ignore the bully
- if you can, do not show you are upset to the bully
- if possible, avoid being alone in the places where bullying happens
- if you can, be confident
- walk away quickly and confidently, even if you don't feel that way inside
- remember that your safety is more important than any belongings. If you are in danger give up your belongings
- be proud of who you are.

If you are a **FRIEND** of someone being bullied you should:

- listen and talk it through with the person being bullied
- try to be sensitive to their needs
- try not to leave them on their own
- try and persuade the person being bullied to talk to an adult
- tell an adult if you can not persuade your friend to talk to an adult about the bullying (You are not being a good friend if you do nothing to help)

If you are a **BYSTANDER** who doesn't take part in bullying but see it and walk away, you are ignoring your responsibilities and condoning bullying. You should:

- get help by telling an adult
- give sympathy to the person being bullied

If **YOU ARE BULLYING SOMEONE** you should:

- stop the behaviour that is upsetting the other person
- try and think about what is making you act in a mean way to someone else. Are you unhappy, worried, sad or confused? Are you trying to show off and fit in with your friends or have you simply been thoughtless?
- tell your parents, friend or staff member about what you have been doing and how you feel.
- say sorry to the person you have been upsetting (All children that have upset someone else will be expected to say sorry)
- ask the person you have upset and the adults in school what you can do to make things better.
- learn from your mistake and try and think carefully before doing something mean to someone else. Always think, would I like this to happen to me? If the answer is no – don't do it!
- remember **it takes guts and strength to admit you were in the wrong** and put other people's feelings before your own

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional challenges. Additional barriers for children with SEN and disability (SEND) can exist when assessing whether they are being bullied or abused. These can include:

- assumptions that indicators of possible bullying such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being bullied without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff must give disproportionate consideration to the possibility that pupils with SEND may be being bullied by other pupils and ensure that any suggestions that this may be the case is investigated thoroughly. Where it is suspected that a child with SEND is being bullied then staff must inform the head teacher so they can ensure that appropriate intervention can take place, including increased pastoral support for the individual child in question.

PARENTS AND CARERS SHOULD:

If you become aware of and are concerned by any of the behaviour noted in the signs or symptoms noted above, and think your child is being bullied you should:

- encourage him/her to talk about the problem
- reassure him/her of your support
- try to listen calmly and not overreact
- attempt to find out when and where the bullying takes place. Is there a pattern?
- contact the class teacher -
- contact the Phase Leaders (FS – Miss Leaver, Y1/Y2 – Mrs Hogg, Y3/Y4/Y5/Y6 – Mrs Norris) to discuss the problem.
- work with the school to support your child within or outside school

STAFF SHOULD:

All members of staff, teaching and non-teaching, should deal with any incident of suspected or observed bullying by:

- taking action appropriate at the time to stop the bullying behaviour
- talking to the pupil being bullied and give reassurance
- reporting the incident to the Phase Leader/Head Teacher as appropriate.

The Phase Leader will:

- arrange for support and reassurance for the pupil
- interview the person responsible for the bullying
- take any appropriate disciplinary action
- if necessary, refer the matter to the Head Teacher for further action and reporting
- work with pupils, parents/carers and other teachers to support those involved and prevent the bullying
- record the incident on the CPOMS system noting the following:
 - Date and time of the report.
 - Details about the incident.
 - Who dealt with the bullying.
 - What happened and any findings.
 - The action that was taken.

The Head Teacher will:

- liaise with phase leaders to ascertain the facts about the incident/s
- where appropriate interview the children involved
- contact parents/carers of the bully and bullied person as necessary
- liaise with outside agencies as appropriate to support the children involved
- work with pupils, parents/carers and other teachers to support those involved
- prevent the bullying reoccurring and take appropriate disciplinary action which may in severe cases include fixed term or permanent exclusions.
- record the incident on CPOMS as described in the Phase Leader section (or arrange for this to be completed by another member of staff) if not already done so.
- Report to governors on a termly basis the frequency of recorded bullying incidents.

Preventative Actions

The school is committed to try and stop all incidences of bullying. In order to do this the school will:

- Have an Anti-Bullying Week every year, to promote the school's anti-bullying policy and strategies.
- Deliver anti-bullying lessons in Citizenship, PSHE and RE lessons, Circle Time and other relevant subject areas.
- Raise awareness of anti-bullying through the SEALS programme and assemblies.
- Communicate consistently to children that they should tell an adult if they witness or suffer from any form of bullying.
- Liaise with the school council to investigate when and where bullying behaviour occurs in school so that opportunities for bullying can be reduced.
- Include links to anti-bullying material on the school's Learning platform.
- Liaise with other agencies to raise awareness about how to stay safe in and out of school.



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- Promote an understanding and ethos that bullying will not be tolerated and any such behaviour will be acted upon speedily.
- Adopt the DCSF's Ant-Bullying Charter for Action (SEE APPENDIX 1) and commit to it's criteria.

Scope of this Policy

This policy relates to incidents of bullying directed at children. The school however recognises that harassment and bullying can occur between adults and adults. Any member of staff who feels subject to any form of harassment/bullying should inform the Head Teacher of his/her concerns. The Head Teacher will, where deemed appropriate, refer the staff member to the Galileo Director of Human Resources. Where a concern regards the Head Teacher the staff member should inform the Chair of Governors. The Chair of Governors will refer the staff member to the Galileo Director of Human Resources. If a member of staff feels unable or uncomfortable discussing their concerns with the Head Teacher or Chair of Governors members of staff can contact the Galileo Director of Human Resources directly using contact details on the Galileo website at:

<https://www.galileotrust.co.uk/meet-the-team>

Monitoring, Evaluation and Review:

The Governing Body will review this policy bi-annually and assess its implementation and effectiveness. The views of parents and children will be reviewed through the use of annual questionnaires. Staff's views will be reviewed through liaison during briefing and staff meeting times. The policy will be promoted and implemented throughout school.

Policy agreed by the governing body on 10th October 2018

Signed on behalf of the Governing Body:

APPENDIX 1 – DCSF’s Anti-Bullying Charter

Bullying – A Charter for Action

Name of School _____

Name of Local Authority _____

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

- ✓ Discusses, monitors and reviews our anti-bullying **policy** on a regular basis. Good practice suggests the policy should be reviewed on average every two years.
- ✓ Supports **staff** to promote positive relationships and identify and tackle bullying appropriately.
- ✓ Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- ✓ Reports back quickly to **parents/carers** regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- ✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LA and relevant organisations** when appropriate.

Can I talk to you? I'm being bullied!

_____ Chair of Governors

_____ Headteacher

_____ Representative of pupils

_____ Date

John E. Batty Primary School Equality Impact Assessment

<i>Name of policy or project being assessed?</i>	<i>Date</i>
Anti-bullying Policy	10 th Oct 2018

<p>Lead Officer: Mr Martin Kitchen</p>
<p>Members of the assessment team: Full Governing Body</p>
<p>Others involved in the assessment: None</p>
<p>What are the aims of the policy or project? To agree arrangements for reducing and dealing with bullying behaviour in school.</p>
<p>Who are the beneficiaries of this policy or project? All children in school and other stakeholders.</p>
<p>What are the desirable outcomes from this policy or project? Bullying to be reduced and appropriately dealt with where it occurs.</p>
<p>List any other key policies, procedures, projects or strategies that this policy or project has implications on: Single Equality Policy, Inclusion Policy, Behaviour and Discipline Policy, All Curriculum Policies, Safeguarding Policies.</p>
<p>What are the racial, disability and gender equality implications of the policy or project? None Identified</p>

<p>Does the policy or project have any significant positive impact for:</p> <p>Different racial groups Disabled persons Men and women Boys and girls</p>	<p>Outlines the expected provision for all groups.</p>
<p>Does the policy or project have any significant adverse impact for:</p> <p>Different racial groups Disabled persons Men and women Boys and girls</p>	<p>None identified</p>
<p>Do you have any evidence?</p>	<p>Annual Survey to parents regarding equality issues.</p>
<p>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</p>	<p>None identified.</p>
<p>Action to take: Review policy in light any equality issues arising in the future.</p>	
<p>If you have indicated there is a negative impact, can it be justified?</p> <p>Yes / No (Not applicable)</p>	
<p>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</p> <p>Yes/No (Not applicable)</p>	
<p>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</p> <p>(Not applicable)</p>	
<p>How will the policy or project be monitored?</p> <p>As per policy review timetable.</p>	
<p>Signed :</p>  <p>(On behalf of the Governing Body)</p>	<p>Date: 10th Oct 2018</p>