Anti-Bullying Policy

Date Reviewed:	March 2022
Next Review:	March 2024
Reviewing committee:	School
Reviewers:	Laura Evans and Jo Carne
Linked Policies:	Behaviour
	Equality Policy
	Prevent Strategy
	Information-Sharing
	Complaints Policy
	Curriculum policy
	Cyber bullying guidance HCC 2009 (Appendix)
	School Council- Child version of Anti bullying policy

Introduction

At Hook Junior School, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a happy and secure atmosphere. The maintenance of good behaviour and discipline is the responsibility of all staff, who will support each other in encouraging good behaviour in all pupils, not just those for whom they have specific class responsibility.

We expect everyone to listen and be polite to one another, to think of others and to respect one another and each other's property. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell an adult in school and know that incidents will be dealt with promptly and effectively. This means that **anyone** who knows that bullying is happening is expected to tell the staff.

This policy is part of the overall Behaviour Policy of Hook Junior School and is governed by the philosophy and principles contained there. It is written to deal specifically with those aspects of behaviour that could be deemed as bullying.

Aims

All learners at Hook Junior School have the right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. The principles of tolerance and understanding and respect for others are central to what we believe. As a result, we aim to:

- protect children and young people from harm
- ensure that they achieve their full potential in education
- provide a happy and stimulating childhood
- ensure that they grow up physically and mentally healthy
- enable children to feel good about themselves and respect others
- develop the essential personal and social skills to help them throughout life
- become active citizens and participate in society.

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation.

What is bullying?

Bullying is **repeated behaviour(s)** with the **intention** of hurting another person, which results in pain and/or distress to the victim over a period of time and places the perpetrator in a position of power (HCC November 2014; DCSF Guidance 10/99 - "bullying is usually a pattern of behaviour rather than an isolated incident").

Bullying, which can take place in school or outside of school, can include repeated incidents of:

- **Physical** – pushing, hitting, kicking, pinching or any form of violence, taking belongings, damaging personal property
- **Verbal** – name calling, insulting, making offensive remarks, sarcasm, teasing, homophobic, racist, prejudicial remarks
- **Indirect** – spreading rumours, exclusion from social groups, hiding belongings, graffiti,
- **Cyberbullying –** bullying by electronic contact for example via text message, email or via instant messaging.

Bullying is usually directed at differences of perceived differences between children, such as appearance, race, gender, sexual orientation etc.

Behaviours that are not deemed to be bullying include: (taken from 'tackling bullying in schools' – anti bullying alliance 2011)

- Bullying behaviour is not teasing between friends without the intention to cause hurt.
- Falling out between friends after a quarrel or disagreement (though in some cases this may lead to bullying)
- It does not include activities that all parties have consented to and enjoy.

Role of Staff

Staff will use a variety of methods for helping children to prevent and to cope with bullying. Issues will be addressed through assemblies, class discussion and circle time, role play, reading stories, writing stories or drawing pictures.

All year groups will follow a planned PSHE curriculum through which issues associated with bullying will be explored.

Staff must ensure that all accessible areas of the school are thoroughly supervised during break-times and lunch- times to ensure the health, safety and well-being of pupils.

Children will be conferenced in order to assess thegeneral trends, in order for further analysis and action planning to take place.

Children will be encouraged to:

- speak out about bullying and report incidents to any adults they trust;
- avoid putting themselves in vulnerable situations;
- to use strategies to deal with bullying;
- report to staff if they are aware that another child is being bullied;
- Use the safe hand as a checklist – who can you speak to

All staff should watch for **signs of distress by pupils** and should investigate if a child:

- is frightened of walking to or from school
- is unwilling to attend school
- is frequently late for school or their parent has difficulty getting the child to school
- shows a noticeable decline in their attention, attendance or level or progress with all areas of learning
- becomes withdrawn
- begins to have books or clothes destroyed
- becomes distressed
- becomes disruptive or aggressive
- has possessions go missing and money lost
- is frightened to say what is wrong
- regularly reports feeling unwell during the school day (including break and lunchtimes)

In cases where children are: stealing, running away, not eating, self-harming, discussing or attempting suicide, advice will be sought from the Headteacher (or Deputy Headteacher in the HT absence) and/or external agencies.

Role of Parents

We ask parents to support this policy and co-operate with the school. The parents are consulted when reviewing the policy, either through inviting comments, questionnaires or focus groups. Parents are expected to support any sanctions taken by the school as a result of misbehaviour. Parents who have concerns about sanctions should initially contact the class teacher. If the concern remains, they should then contact the Year Leader, then the Deputy Head before ultimately

contacting the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, and the Governing Body may become involved, as detailed in the complaints policy.

We expect parents to inform us of any concerns they have of bullying at the time of the event, or as soon as possible thereafter.

Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act to implement the schools' policy consistently throughout the school, and to report to Governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher (or Deputy Headteacher) has responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher (or Deputy Headteacher) may temporarily or permanently exclude a child in accordance with prevailing guidance from the DfE and LA. The Head teacher will report to the Governing Body on an annual basis.

Role of Governors

The Governing Body has the responsibility for ratifying and agreeing to support the general guidelines for this policy, and for reviewing its effectiveness. Incidents of bullying may be discussed with Governing Body or nominated/Chair of Governors if appropriate.

How Incidents of Bullying are dealt with

All staff are required to take seriously any complaint of bullying. They must listen to what the child has to say and always investigate the complaint. Staff will adopt a problem-solving approach, giving both parties opportunities to voice opinion and offering support.

All staff will:

- Respond promptly to any concerns

- Offer the victim immediate support:

- Inform a senior member of staff if the incidents are perceived as bullying, who will give advice and support

- Interview and listen to all those involved including bystanders/witnesses; hear how it is for everyone; listen impartially to all opinions:

- Prepare an agreed statement of events with the parties involved

- Make it clear which behaviours are unacceptable and which rights and responsibilities have not been met

- Resolve the conflict; the teacher helps both sides to decide on a fair agreement:

    o *Each person says what they would need in order to reach an agreement.*

    o *The agreement could be written out and signed by each pupil*

- Record the incident and inform the Headteacher and/or Deputy Headteacher

- Speak with parents of the victim and perpetrator/s in all cases, and parents of witnesses if appropriate

- Administer sanctions in accordance with the school's behaviour policy

- A verbal or written apology will be offered to the victim

Appropriate other consequences may take place dependent on the individual circumstances:

- Whenever possible, the pupils will be reconciled
- Parents will be informed and will be asked to come to a meeting to discuss the problem, initially with the Class teacher and/or Phase Leader.
- In more serious cases the Deputy Headteacher and/or Headteacher will be involved.
- In all cases of alleged bullying, founded or unfounded, the incidents will be recorded by staff on a central tracking document (CPOMs) reviewed frequently by the Deputy head Teacher, so that patterns and trends can be identified

Children will always be told to report back to a teacher if there are further problems.

Sanctions

Sanctions will be administered in accordance with the school's Behaviour Policy.
At Hook Junior School, we follow the Hampshire County Council guidelines relating to exclusions.

Appendix 1:

Cyber-bullying: Practical Advice for School staff

The development of new technologies and systems e.g. mobile phones, email and social networking websites means that bullying is often now taking on a new form; cyber-bullying. Victims of cyber-bullying can experience pain and anxiety as much as traditional forms of bullying, particularly as it can occur outside of the school and school hours, significantly intruding into the personal life of the victim. Whilst it is difficult for schools and teachers to deal with this as they have no direct control over external websites there are a range of actions that school staff can take to reduce the chances of cyber-bullying occurring and actions that can be undertaken where it has already occurred.

The guidelines for Headteachers and Governors in dealing with allegations of bullying or harassment define cyberbullying as "the use of information and communication technologies to threaten, harass, humiliate, defame or impersonate". Cyberbullying may involve email, virtual learning environments, chat room, social networking sites, mobile and landline telephones, digital camera images and game and virtual world sites.

This practical advice supplements the guidelines and provides links to other guidance available to school staff in relation to Cyberbullying.

Do:

- Keep passwords confidential

- Ensure you familiarise yourself with your school's policy for acceptable use of technology, the internet, email and HCC and school intranets.

- Ensure any social site you use has restricted access

- Ensure that you understand how any site you use operates and therefore the risks associated with using the site

- Consider carefully who you accept as friends on a social networking site

- Report to your Headteacher any incidents where a pupil has sought to become your friend through a social networking site

- Check what images and information is held about you online but undertaking periodic searches of social networking sites and using internet search engines

- Take care when publishing information about yourself and images of yourself on line – assume that anything you release will end up in the public domain

- Be aware that any off-duty inappropriate conduct, including publication of inappropriate images and material and inappropriate use of technology could lead to disciplinary action within your employment

- Liaise with your Headteacher and Head/Leader of ICT to remove inappropriate material if it appears on the school website

- Take screen prints and retain text messages, emails or voice mail messages as evidence

- Follow school policies and procedures for e-safety, including access to and use of email, internet and HCC intranet

- Follow school procedures for contacting parents and/or pupils

- Only contact pupils and/or parents via school-based computer systems

- Keep your mobile phone secure at all times

- Answer your mobile telephone with 'Hello' rather than your name, if the number on the display is unknown to you

- Use a school mobile phone where contact with parents and/or pupils has to be made via a mobile (e.g. during an educational visit off site)

- Erase any parent or pupil data that is stored on a school mobile phone after use

- Seek support from your manager, professional association/trade union, friend, employee support line as necessary

- Report all incidents of cyberbullying arising out of your employment to your Headteacher

- Report any specific incident on a Violent Incident Report (VIR) form as appropriate

- Provide a copy of the evidence with your Headteacher when you report it and further evidence if further incidents arise

- Seek to have offensive online material removed through contact with the site

- Report any threatening or intimidating behaviour to the police for them to investigate

- Access and use the DCSF guidance on Cyberbullying, specifically the advice on reporting abuse and removal of material/blocking the bully's number/email (see attachment/link below)

- Support colleagues who are subject to cyberbullying

Do not:

- Allow any cyberbullying to continue by ignoring it and hoping it will go away

- Seek to return emails, telephone calls or messages or retaliate personally to the bullying

- Put information or images on-line, take information into school, or share them with colleagues, pupils or parents (either on site or off site) when the nature of the material may be controversial

- Accept friendship requests from pupils or parents

- Release your private e-mail address, private phone number or social networking site details to pupils and parents

- Use your mobile phone or personal e-mail address to contact parents and/or pupils

- Release electronically any personal information about pupils except when reporting to parents

- Pretend to be someone else when using electronic communication

- Take pictures of pupils with school equipment without getting parental permission or without being directed to undertake such activity for an appropriate specified purpose

- Take pictures of pupils on your own equipment

The Childnet International have produced a document, "Cyberbullying: Supporting School Staff" which is a useful source of reference to all school staff and leaders and can be downloaded from: www.digizen.org/downloads/cyberbullying_teachers.pdf

Further guidance is available to schools in relation to Cyberbullying as a whole school community and specifically in relation to cyberbullying of and by pupils via:

- www.teachernet.gov.uk

- www.becta.org.uk

- www.digizen.org

- http://www.itu.int/osg/csd/cybersecurity/gca/cop/

- http://www.hampshire.police.uk/internet/advice-and-information/general/online-safety

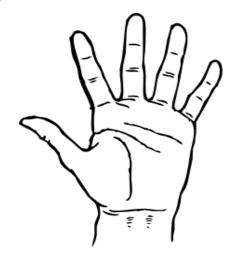- http://www.cybersmart.gov.au/parents.aspx

Appendix 2:

The Safe Hand (Hampshire County Council)

Who you can tell (using the five fingers of the hand):

- Someone at home
- Adult at school
- Another adult at school
- Friend
- Another person out of school

And also:

- -Pillow/pet/diary/safe place (palm of hand)
- -Childline: 08001111 (up sleeve)

Further Support and Guidance

- Support and advice linked with radicalisation: https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/why-doing-more-protect-children-radicalisation/?utm_source=PPC&utm_medium=&utm_campaign=112016+radicalisation&gclid=CNiM_t2nx9ECFUJmGwodFyoOfg&gclsrc=aw.ds
- Support relating to LGBT (Lesbian, Gay, Bisexual and Transgender) (refer to Equality policy): http://supportu.org.uk/about-us.php?gclid=CIWE-pqox9ECFdQ_GwodFyIHTA
- Prevent Strategy: www.gov.uk/government/publications/prevent-strategy-2011
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" November 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- 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

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
- Parentinfo: parentinfo.org

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- 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
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational