Anti-bullying Policy 2016

Introduction

At Ernehale Junior School our core values are part of our Take Care Charter which is discussed and signed by everyone at Team Ernehale. We believe that it is very important that we all Take Care of ourselves, Take Care of each other, Take Care of our environment and Take Care of our learning: in doing so we complement the government's idea of British Values. Pupils are helped to understand the importance of democracy, the rule of the law, freedom of speech and respect for others through the curriculum and extra curricula activities. They are also encouraged to understand the importance of taking responsibility for their own behaviour and thinking about the choices they make. We take pride in sharing our Ernehale Values with parents and carers.

As a consequence of our values we aim to provide all our pupils with a safe, caring and friendly environment in order to allow them to improve their life chances and help them maximise their potential.

We expect all pupils to act safely and feel safe in school, including understanding the issues relating to all forms of bullying, and that they have the confidence to seek support from the school should they feel that they or others are unsafe.

We want parents/carers to feel confident that their children are safe and cared for in school and that incidents and problems, should they arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community: supporting parents/carers and working with other agencies (where appropriate) outside the school.

Roles and responsibilities

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

The Anti –bullying Co-ordinator in our school is: - Deepa Vasudevan
The responsibilities are:-
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and then monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- 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 Governor with the responsibility for Anti- bullying Behaviour is:
- Christine Peet

Definition of Bullying

Bullying can be defined as 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

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

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 behaviour can be physical, verbal or emotional and includes:-
- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e-mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- 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 (virtually or physically) in the presence of others who become the 'bystanders' or 'accessories'.

Identifying specific types of bullying:

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.

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 also persists outside school, on the journey to and from school and in the local community.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms. Bullying online can often start in school and then be progressed online or it can 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 form 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 e-safety policy) and encourage good online behaviour.

Bullying can take place between:
- children
- children and staff
- individuals or groups

Reporting and responding to bullying

The school has clear and well publicised systems to report bullying for the whole school community, this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

The systems for reporting bullying -
- Children and young people in school, including bystanders, should tell an adult
- Parents/carers should inform the class teacher initially and then the Deputy or Headteacher
- All staff and visitors should inform the Deputy or Headteacher
- The concern may be reported verbally or in writing (letter or email)

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of, and follow, the same procedures.

- Interviewing all parties
- Informing parents
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up, in particular keeping in touch with the person who reported the situation, parents/carers and maintaining a regular dialogue with parents /carers to ensure that relationships between school and home are positively maintained.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions

- Having a range of follow up responses and support appropriate to the situation for all involved such as - solution focused, restorative justice approach, circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate
- Liaising with the wider community 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 and this will be stored by the Anti-bullying coordinator. All low level incidents will be recorded by the class teacher in the class log and recorded on the year group log each term.

Information stored in school will be used to ensure individual 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 year group meetings termly and recorded on the year group logs.

This information will be presented to the governors as part of the HT report.

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils we at Ernehale Junior School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

1.
   - Involvement in PSHE including Anti-bullying unit.
   - Taking Care of Each Other Week annually in November.
   - PSHE/Citizenship lessons, and themed weeks
   - Specific curriculum input on areas of concern such as cyber bullying and internet safety
   - Student voice through Take Care of Each Other Reps
   - Peer mentoring schemes and/or Playground Buddying and other pupil lead initiatives (yr6/yr3)
2. Reactive programmes for vulnerable groups or groups involved in bullying
   - Small group work (for example)
3. 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
4. Support for parents/carers
   - Signpost parent information
5. Support for all school staff
   - Staff training and development for all staff including those involved in lunchtime and before and after school activities –(Lime Trees wrap around care to provide own training)

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Child Protection Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability)
Confidentiality 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

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org.uk

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability and to their families and carers.

Stonewall -The lesbian, gay, bisexual and transgender charity – www.stonewall.org.uk

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Childnet International - The UK's safer internet centre www.childnet.com

ChildLine is a private and confidential service for children and young people up to the age of 19. www.childline.org.uk

NSPCC run several campaigns to support young people around bullying and internet safety

NSPCC/ChildLine- www.nspcc.org.uk