

Anti-Bullying Policy

2018



"School should be a safe place where children can be themselves, be accepted and their differences celebrated, not just tolerated."

WallSEND Jubilee Primary School will not tolerate bullying of any sort.

Creating a Safer Culture

Anti-Bullying Policy

Rationale

At Wallsend Jubilee Primary School we believe that we have a continuing responsibility for the health and well-being of our pupils and staff. We believe a programme of education which gives our children the knowledge and skills to deal with situations inside or outside of school, and prevents children from becoming a bully, is of paramount importance.

Definition of Bullying

Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or games, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care, or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult of those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

(Department for Education July 2017 guidance)

There are five different kinds of bullying behaviour:

- **Physical bullying:** when physical actions such as hitting, poking, tripping or pushing, are used to hurt and intimidate. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
- **Verbal bullying:** involves the use of negative words, like name calling, insults, homophobic or racist slurs, or words used to intentionally upset someone.
- **Social Bullying:** when lies, the spreading of rumours or nasty pranks are used. This includes repeated mimicking and deliberate exclusion from groups.
- **Psychological bullying:** involves the repeated and intentional use of words or actions, which can cause psychological harm. Examples include intimidation, manipulation and stalking
- **Cyber bullying:** this is when technology is used to verbally, socially or psychologically bully. It can occur in chat rooms, on social networking sites, through emails or on mobile devices.

Bullying isn't:

- Mutual arguments and disagreements
- Single episodes of social rejection or dislike
- Single episodes of acts of nastiness or spite
- Random acts of aggression or intimidation

Aims of the policy

To create a whole school ethos within Wallsend Jubilee Primary School which clearly demonstrates a zero tolerance approach to bullying. If a suspicion or indeed occurrence of bullying occurs, it will be dealt with promptly and effectively. We strive to eradicate bullying in every form.

Objective of the policy

To ensure that staff, governors, parents/carers and pupils are fully aware of the school's stance on bullying and work together to implement it.

Prevention

Our response to bullying does not start at the point at which a child has been bullied. As a school, we embrace, accept and celebrate differences. Dedicated events or projects take place throughout the year, (such as Show Racism the Red Card, Anti-Bullying week and e-safety events). Furthermore, a continuous, inclusive approach is adopted where pupils are engaged in open, honest discussions about prejudices, differences and the importance of respect for everyone.

The school upholds its Behaviour Policy, which includes school rules to 'show respect to others,' and 'to be kind and caring towards everyone.'

Racism

- There is a zero tolerance approach to racism within the school.
- Any reported incidents of racism are dealt with immediately and positively by class teachers and the Senior Leadership Team and a record of any incidents are kept in school.
- Parents/Carers (of both parties) are informed of incidents of racism and how it is being dealt with within school and how they can support their children.
- Any incidents of racism are recorded in the racism incident book and reported to North Tyneside Council (via annex 4). This book is held by the Headteacher and incidents are also reported to the governing body each term.
- Use of racist language is not tolerated by any pupil. Pupils are encouraged to challenge each other and report any incidents of racist language immediately. Where it is believed that the language used has not been 'intentionally malicious' (due to the age or understanding of the child) then the pupil using this language will be supported. Parents/Carers would be asked to support in the education of the pupil in this area, so that the impact and consequences of such language can be understood.
- Nurture groups/sessions are put into place to allow individuals/groups to reconnect.
- Friendship lunches (adult led) can be put into place to allow children to get to know each other on a personal level.

Homophobia

- There is a zero tolerance approach to homophobia within the school.
- When appropriate, children are encouraged to engage in discussion about homophobia and to develop an understanding of the impact of homophobic language.
- Any reported incidents of homophobia are dealt with immediately and positively by class teachers and the Senior Leadership Team and a record of any incidents kept in school.
- Parents/Carers are informed of incidents of homophobia and how it is being dealt with within school and how they can support their children.
- If incidents have occurred and the Senior Leadership Team feel that some work may be needed to support the perpetrator to better understand the impact and meaning of the language used or behaviours displayed, this will be done with consultation with parents/carers.
- Nurture groups/sessions can be put into place to allow individuals/groups to reconnect.
- SEAL and PSHE sessions throughout the year remind children about tolerance and acceptance of everyone.

Transgender

- School will challenge any negative behaviour or attitudes towards transgender individuals.
- Pupils who may be affected by transgender (and related) issues will be supported.
- Parents/Carers will be consulted and supported to meet the needs of all those involved.
- All issues will be dealt with in a sensitive and confidential way.
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Bullying is seen as a serious breach of our school rules and will be dealt with as outlined in our Behaviour Policy. Consequences for bullying will reflect the seriousness of the behaviour.

Disciplinary measures will be applied fairly, consistently, and reasonably, taking account of any special education needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

Senior Leaders will also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves and the appropriate measures will be put in place. (This may involve additional nurture, advice from other agencies, such as Language and Communication team or CAMHS, parental support etc.)

Procedures

Parents/Carers

- We aim for parents/carers to be involved as much as possible to eliminate bullying. They should be aware of the procedures to follow if they believe that their child is being bullied.
- We want parents/carers to feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child. We would also encourage parents to reinforce the value of good behaviour at home. To support this, the anti-bullying policy along with other relevant policies will be available online to parents and carers.
- Parents/Carers will also be aware of the school's Behaviour, Guidance and Support Assistant in school and the role that they play in supporting families.
- The Headteacher or Deputy Headteacher will respond to parental concerns at the first opportunity, this will be dealt with as a priority.

Pupils

- All pupils should understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. This will be achieved through the delivery of PSHE curriculum, whole school events, projects, assemblies and targeted interventions across year groups etc.
- Pupils are encouraged to report all incidents of bullying.
- Pupils will be listened to, and taken seriously.
- Premature assumptions will not be made.
- We will openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Pupils will be taught that using any prejudice-based language is unacceptable.
- Pupils will be made aware of all the different types of bullying, particularly 'cyber-bullying' via text messages/social media. Pupils will know to keep a record of the incidents if possible and to report it as soon as possible. (More can be found within our e-safely policy.)
- Victims and other children involved will be supported.
- Help will be given to the bully to understand the effects of their actions.
- Pupils have responsibilities as part of the 'buddy team' and 'school council' to promote and support positive behaviour.

Guidelines

Signs and symptoms of bullying

Despite our best efforts, pupils may not report that they are being bullied. Staff and parents/carers should be mindful of the signs of bullying and act upon them promptly. Examples include:

- Deterioration in a child's work
- Reluctance to come to school
- Reluctance to mix with peers outside of school
- Sudden or 'falsified' illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- Unexplained changes in behaviour

These behaviours may be indicators of other issues, not linked to bullying. Either way, they should not be ignored.

What else school will do

- Incidents of bullying will be investigated consistently by an appropriate person, recorded and followed up to ensure the bullying has not been repeated.
- Any concerns which need to be investigated (although some may not be concluded as bullying) will be taken seriously and recorded via CPOMS. This will ensure that the Senior Leadership Team are all made aware of an issue and one of them will follow it up and ensure it is fully resolved.
- Serious incidents will be recorded by a senior member of staff and the parents/carers informed (Bullying Incidents Record Book – held in HT/DHT office).
- Carry out an annual survey with children to identify places and times, inside and outside of school, where they feel safe and unsafe. Use this information to inform teaching and school procedures.
- Give our children knowledge, skills and understanding about bullying through the PSHE curriculum and the wider opportunities within the whole school curriculum.
- Use assembly time to further reinforce the anti-bullying message.
- Encourage other professionals, theatre in education groups, police etc, to visit school to reinforce teaching (multi-agency involvement).
- Develop our children's emotional literacy to enable them to communicate worries and concerns effectively, (particularly those children who need additional support with speech, language and social communication).
- Support children with SEN or disability who may be at greater risk of becoming a victim of bullying. This could be through (a buddy, playground friends, opportunities to talk in small groups, communicate in different ways etc).
- Provide an environment in school where children feel comfortable to discuss problems.
- Provide the services of the Behaviour, Guidance and Support assistant and/or School Counsellor, to work with individuals, groups or a class.
- Provide and encourage playground games, which can be shared by all pupils.
- Provide training for all teaching and non-teaching staff on how to deal with bullying. Ensure all staff are fully training in the most recent and relevant updates in regards to safeguarding, including the Prevent Duty.
- Provide staff with guidance on how to appropriately investigate a reported or suspected incident of bullying (see appendix A).
- Recognise and celebrate the diversity of pupils and achievements in our school.
- Promote and reinforce self-respect and assertiveness in our pupils.
- Monitor and evaluate our Anti-Bullying and Behaviour Policies regularly.

At Wallsend Jubilee Primary School we know that low-level disruption and the use of offensive language can, in itself, have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay, it can also lead to reluctance to report other behaviour. We believe in early intervention and set clear expectations of the behaviour we expect from our pupils. We actively challenge low-level disruptive behaviour in school.

This policy has been written with the consultation of the DfE guidance July 2017. It should be used in conjunction with the following policies:

- Behaviour
- SEN/Inclusion
- Equality and Diversity

Any questions regarding the contents of this policy should be direct to the Headteacher, Mr David Harrison.

The Anti-Bullying Policy has been consulted and ratified:

Name	Signature	Date
	(Chair of Governors)	

Name	Signature	Date
	(Headteacher)	

Advice and guidelines for staff when investigating a reported or suspected incident of bullying

This process involves asking simple, non-judgemental questions which encourage the speaker to re-visit the situation, maybe exploring the situation that led up to it, and what has been happening since. It is important to avoid moralising, giving advice, making suggestions or judgements. It is important to ask the same questions to all parties involved in the bullying incident. The aim is to involve those affected to find a way forward and repair the damage done.

The key elements are:

CURIOSITY	What happened from each person's perspective?
CONCERN	Who has been harmed/affected and how?
COMPASSION	How can the harm be repaired?
COLLABORATION	Who needs to be involved in repairing the harm? When/how can this be done?
CAUTION	What preparation needs to be done before a meeting?

The Restorative Enquiry Process:

Initially get the child to talk and calm down by saying very little other than words, phrases, body language such as:

- I'm listening
- Tell me more
- Go on ...
- Hmm
- Smile
- Nod
- Open body language
- Ok, silence

Next, use questions such as:

- When?
- Where?
- How?
- What?
- Who?
- Summarise your understanding to the child

Ask the child:

- What are/were you thinking?
- How are/were you feeling?

Enquire into the time line:

- What has happened/was happening either earlier or before the incident?
- Has anything happened since this incident?
- How are things now?
- What do you think the next step is?

To summarise, **The Five Magic Questions** for all those involved:

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected by this?
- What do you need now/what can you do, so that the harm can be repaired?

Following this process the children involved and parents/carers if appropriate, need to address all of these needs through a restorative approach as follows:

- Restorative enquiry as outline above
- Risk assessment – has everyone agreed to take the next step?
- Convene a meeting in a neutral location in school
- Named school adult to lead a meeting with bully, victim, and if appropriate family/carers of both
- Discuss in a calm, fair way to find a way to repair the damage done and prevent reoccurrence of the behaviour.

Reference: Belinda Hopkins, Transforming Conflict