

Scawsby Junior Academy



Anti-Bullying Policy

Persons responsible for Policy: Mrs S Lindley: Acting Headteacher
Mrs S Wilson: Chair of Governors

Version	Date	Changes	Approved
1	9.10.19	None needed	A.Smith
2	Spring 2021	Reference made to the JIGSAW scheme as a resource for ant-bullying	P.Chambers
3	Autumn 2021	No further changes	P.Chambers
4	Autumn 2022	No changes	P.Chambers
5	Autumn 2024	Change of Headteacher	S Lindley

Statement of Intent

We are committed to providing a caring, friendly, safe and healthy 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 and will not be tolerated. 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.

Definition

What Is Bullying?

- Bullying is the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.
- Bullying behaviour deliberately causes hurt (either physically or emotionally).
- Bullying behaviour is repetitive (though one off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour).
- Bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves).

Bullying is not:

- teasing and banter between friends without intention to cause hurt;
- falling out between friends after a quarrel or disagreement;
- behaviour that all parties have consented to and enjoy (though watch this one as coercion can be very subtle).

The key characteristics that turn unkindness into bullying are:

- that it is repeated and goes on over time;
- that it is deliberate and not accidental;
- that it involves the person doing the bullying having some of power over the person experiencing the bullying (either because they are bigger, stronger, have more friends or have something the person wants).

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Everyone in school has a responsibility to respond promptly and effectively to issues of bullying.

Aims

- To prevent all forms of bullying, including but not limited to: verbal, physical, cyber, racial and gender stereotyping and homophobic
- To deal consistently and effectively with any behaviour deemed as bullying.
- To promote an ethos where bullying is regarded as unacceptable.
- To maintain an environment that is safe and secure for our pupils.
- To provide support for all members of our school community who may be involved in a bullying situation.

Objectives of this Policy

- Governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- To have a shared knowledge and understanding of the unacceptability of bullying.
- To have a common approach to dealing with incidents.
- To treat bullying seriously, assuring pupils and parents that they will be supported when bullying is reported.
- To provide pupils and parents with links to additional advice and support where appropriate
- To develop home, school and community partnership.
- To use the curriculum effectively to eradicate bullying and to promote positive social and inter-personal skills.

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- 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 poorly 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
- changes their clothing, actions or demeanour to please others
- 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 & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Bullying may take various forms, including:-

- Cyber - The use of electronic communications including email, mobile phones, text/multimedia messaging, photographs/video, online profiling, websites, social networks, and instant messaging; all with the intention to frighten, embarrass or harass; (see also e –safety policy)
- Disability – because, or focussing on the issue of disability;
- Emotional – being unfriendly, including tormenting (e.g. hiding books, threatening gestures);
- Homophobic - because, or focussing on the issues, of sexuality;
- Physical – pushing, kicking, hitting, punching or any use of violence inflicted on another individual.
- Racist/Cultural/Religious - racial, cultural or religious taunts, comments or gestures;
- Sexual – sexually abusive taunts, comments or gestures;
- Verbal – for example, name calling, sarcasm, spreading rumours, teasing.

Responsibilities

The responsibility to challenge bullying rests with everyone in school. Every person in school is responsible for their own behaviour and for looking after each other.

The Governors hold responsibility for determining and monitoring this policy with the involvement of pupils, parents and staff.

The Headteacher holds responsibility for the effective implementation of this policy. S/he will maintain a central record of cases of bullying.

All school users have the responsibility to act according to the expectations of this policy.

The School Council will review the policy and the school's approaches to anti-bullying and share their findings with the headteacher and governors. The School Council also contributes significantly to reviews of school rules.

As a Telling School, all staff, pupils and parents are expected to report incidents of bullying.

Procedures

1. Any child who witnesses or suspects an incident of bullying should report it to their classteacher.
2. Classteachers will investigate the incident.
3. In cases of serious bullying, classteachers will inform the headteacher and records will be kept.
4. In serious cases parents will be informed and asked to attend a meeting to discuss the problem.
5. If necessary and appropriate, police will be consulted
6. The bullying behaviour or threats of bullying will be addressed speedily and the bullying stopped quickly.
7. An attempt will be made to help the bully (bullies) to change their behaviour.
8. The headteacher maintains an 'open door' for any person reporting any incident of bullying.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, exclusion will be considered
3. If possible, the pupils will be reconciled.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention of Bullying

We will use proactive methods, including KIDSCAPE resources and our JIGSAW scheme, for helping children to prevent bullying. As and when appropriate, these may include:

- awareness-raising classes / assemblies run in conjunction with the Doncaster Safeguarding Children's Board (in line with the Doncaster Children's and Young People's Plan 20011-2016).
- bullying awareness themed weeks in association with recognised organisations such as Anti-bullying Alliance and Stonewall 'Champions' scheme
- School Council writing the 'Golden Rules'
- discussion through SEAL lessons and PSHCE sessions (either discrete sessions or incorporations into RE and Cornerstones topics as applicable)
- 'Care' box (where children write down their concerns in confidence)
- Social groups adapted from the SEAL small group themes, e.g. anger management and raising self-esteem (run by trained staff members)
- Buddying, Peer Listening, Peer Mediation (as appropriate where training has been given)
- drama and role play
- Playground Buddies
- lunchtime play project
- signing a behaviour contract (See Home/School Agreement)
- writing stories or poems or drawing pictures about bullying
- discussing and using the internet and other forms of ICT safely
- reading stories about bullying or having them read to a class or assembly
- having discussions about bullying and why it matters

Monitoring

Monitoring will be part of the school's self-evaluation procedure and will involve a significant contribution by pupils. Records of incidents will be referred to within the monitoring and evaluation procedures.

In developing this policy, the school gives acknowledgement to KIDSCAPE.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support , links and advice.

NB

Adhering to the school's Inclusion Policy is paramount within all curricular and extra-curricular areas. Every effort will be made to ensure that any specific actions appropriate to the individual will be arranged.

Designated Safeguarding and Bullying Incident Contact Persons:

Mr P Chambers (Headteacher)

Mrs A Webber (Chair of Governors)

Please see the appendix

Appendix

Types of Bullying

A wide range of behaviours have been reported as bullying, including theft. Defining an act as bullying depends on it being intentional, persistent, involving an imbalance of power and because of the negative effect on the victim.

Name calling

Name calling was the most prevalent form of bullying identified in many studies, but an OfStEd report on effective action against bullying in secondary schools reminds us that verbal bullying can often carry a strong hint of violence. The use of modern technology means that this kind of verbal bullying can extend beyond the school day and invade life at home.

Physical bullying

There was a slight increase in physical bullying with age in boys in the Coram study (2003).

Sometimes homophobic bullying was said to involve quite serious physical bullying. Older girls reported sexualised bullying with unwanted touching more than did boys.

In an extensive study of over 7000 children, Smith (2000) reported that there is a shift from age eight to sixteen from physical bullying to relational bullying, but that boys experience more physical bullying than girls. Theft can be included in this category as it often involved threats or actual violence.

Social isolation

Behaviour leading to social isolation was reported to be common throughout the age groups, but especially for younger children. This included spreading gossip and ignoring and can be especially difficult to identify.

Homophobic bullying

This is directed towards young people who are openly gay, bisexual, are perceived as gay, or show characteristics often associated with the opposite gender. When heterosexual young people are subject to homophobic bullying they can be less reluctant to report it, as this may reinforce the stereotypical way that they are already viewed by others. The bullying is often verbal, but can also be physical, and in serious cases constitutes assault, leading to investigation by the police. Harassment of a homophobic nature tends to be carried out by groups of people, and occurs often, even daily. Sexual name calling begins in the primary school, although homophobic bullying overall is more common in secondary aged students.

Read more about homophobic bullying in the vulnerable groups section of this site.

Cyber bullying

This is the latest form of abuse, and as new technologies develop, new forms emerge, such as text and e-mail messaging, and most recently malicious postings on websites. In the Coram study in 2003 cyber bullying was reported by fewer than 5% of pupils but anecdotal evidence suggests the incidence is increasing.

In a survey by National Children's Homes and Tesco mobile in 2005, 20% of young people aged 11 to 19 years said they had been bullied or received a threat by e-mail, internet chat room or text message.

For the latest resources go to Digizen.

Download the 2007 DCSF overview and full Safe to Learn guidance for schools on tackling Cyberbullying.

View the "Let's Fight it Together" film.

Racist bullying

This is one area where schools are required to keep statistics about incidents. It is bullying directed at individuals of a certain race, culture or group. For children from ethnic minorities, bullying is more prevalent with 25% of the 2003 Coram study reporting being severely bullied, and 33% of the black and Asian students in Year 8 being bullied this term, more than that reported by white groups (26%). 20% of

Year 5 pupils had been called racist names compared with 6% in Year 8 so the nature of the bullying probably changes with age.

Keeping Children Safe in Education, 2016 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of **peer on peer abuse** will be investigated and dealt with' (page 19). The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, 'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'

We have tried very hard to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way. We recognise that peer on peer abuse may occur even though we have stringent of policies and support mechanisms. At Saltersgate we support this by ensuring that our school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This is strengthened through our strong and positive PHSE/SMSC curriculum (through JIGSAW) that tackles such issues as prejudiced behaviour. We ensure that we promote openness and give children an open forum to talk things through.