

Bartley C of E Junior School



Anti- Bullying Policy

RATIONALE

At Bartley C of E Junior School we aim to establish a whole school positive culture. We recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. By effectively preventing and tackling bullying, we can create a safe and secure Christian environment, where pupils are able to learn and fulfil their potential.

Each person is considered to be unique and matter in the eyes of God. Our Christian ethos will promote respect for others and their beliefs, and awareness that people are different individuals. Our anti-bullying policy is based upon the Christian values of love, peace, forgiveness, friendship, responsibility, reconciliation, justice and respect.

Our policy has been written in the context of our responsibilities under:

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents. The school's Positive Behaviour Policy runs alongside the Anti-Bullying Policy and can be found on the school's website..

The Equality Act 2010

Section 2.19 of The Equality Act 2010 makes clear that schools need to ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly. As part of our Public Sector Equality Duty, we recognise the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

LINKS TO OTHER POLICIES

This policy should be read and understood in the context of our Positive Behaviour Policy, Equalities and Diversity policy, Safeguarding and Child Protection policy and our approach to personal, social and health education.

SAFEGUARDING

A bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, staff will deal with the concern in line with the school Safeguarding and Child Protection Policy.

CRIMINAL LAW

Bullying is not a criminal offence. However, there are criminal laws in the UK which apply to harassment and threatening behaviour. If school staff feel that an offence may have been committed they will seek assistance from the police. Bullying which is illegal must be reported to the police.

BULLYING WHICH OCCURS OUTSIDE SCHOOL PREMISES

Where bullying outside the school is reported to staff, it should be investigated and acted on. Any bullying incidents occurring off the premises, such as on public transport, school buses or in the local community, will fall under this policy and be treated accordingly. If the matter involves criminal activity, the police will always be informed. We recognise that school visits are a part of everyday school life and this policy applies in full when pupils are off site, on work connected to the school.

AIMS

The senior leadership team and all staff are responsible for the implementation of this policy.

Our aims are to:

- Teach values, attitudes and skills which foster mutual respect and caring in children.
- Enable pupils to understand clearly what constitutes bullying and to understand that bullying, whatever its form, will not be tolerated by the school community.
- Create an open and secure environment where incidents can be reported confidentially.
- Enable parents to feel confident that bullying incidents will be dealt with by the school.
- Protect and support all parties while the issues are resolved.
- Create an inclusive environment where pupils are made to feel safe.
- Raise staff awareness of the presence of different types of bullying, and an awareness of vulnerable groups who are more likely to be the target of bullying.
- Establish guidelines for action where bullying is evident.
- Reduce the likelihood of instances of bullying occurring.
- Respond to the needs of children who have been bullied and of those children responsible for bullying.
- Celebrate success as an important way of creating a positive school ethos around anti-bullying.

DEFINITION OF BULLYING

The DfE 'Preventing and Tackling Bullying' advice for headteachers, staff and governing bodies (2017) describes bullying as:

Bullying is 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 gaming, 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.

Bullying may take various forms, and is often motivated by prejudice, including:

- Cyber: The use of electronic communications including email, mobile phones, text/multi-media messaging, photographs/video, online profiling, websites, social networks, and instant messaging; all with the intention to frighten, embarrass or harass. This can happen at any time of day with a potentially wider audience and more accessories as people forward on with a simple click.
- Disability: because of, or focusing on, the issue of disability.
- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Homophobic or Transphobic: because of, or focusing on, the issues of sexuality and/or gender identity.
- 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: including name calling, sarcasm, spreading rumours.

The children of Bartley C of E Junior School define bullying as:

- 1) A Bully hurts and frightens other people. They don't think about other peoples' feelings and they usually have a problem themselves.
- 2) Bullying is repeating disrespectful and hurtful behaviour which makes people feel unhappy.
- 3) Bullying is not just physical or fighting, it can be words too. Bullies do things that they shouldn't do sometimes to other people.
- 4) Being physical or horrible to someone, calling people names, teasing and pestering (nagging) them. Threatening others.
- 5) A bully wants to appear big and strong, so bullies others.

PREVENTION

As a successful school, we create an environment that prevents bullying from being a serious problem in the first place. Pupils learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

We proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring. We talk to pupils about issues of difference, through our PSHE curriculum and during collective worship time.

Through our Positive Behaviour Policy, we create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. This culture extends beyond the classroom to the corridors, the dining hall, the playground, and travelling to and from school. Values of respect for staff and other pupils, an understanding of the value of education, British values, and a clear understanding of how our actions affect others permeate the whole school environment.

SUCCESSFUL STRATEGIES

At Bartley C of E Junior School, we incorporate the successful intervention strategies outlined in the DfE 'Preventing and Tackling Bullying' advice for headteachers, staff and governing bodies (2017). We have built upon these strategies to suit the needs of our school.

- We involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We make sure that our parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child.
- We involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Our children have established and agreed our 'Anti- Bullying Pledge' (See appendix 1). This pledge specifically addresses the issue of bystanders and is displayed in every classroom.
- We regularly evaluate our approach and ensure that our policy and practice is up to date.
- We make sure that the consequences of bullying reflect the seriousness of the incident. In accordance with our Positive Behaviour Policy, we apply consequences fairly, consistently and reasonably, taking account of any special educational needs or disabilities that pupils may have and taking into account the needs of vulnerable pupils.
- We consider carefully the motivating factors that may have caused the bullying behaviour. We recognise that the child engaging in the bullying behaviour may need support.
- We teach children that using any prejudice-based language is unacceptable.
- We work with the wider community, including the police and children's services, where there might be bullying is particularly serious or persistent and where a criminal offence may have been committed.
- We make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on.
- We listen to our pupils' voice at all times and act accordingly.
- We aim to use restorative approaches in school, focusing on reconciliation with those who have been harmed. This enables all those affected to play a part in finding a positive way forward, enabling everyone to prevent conflict and build relationships.
- Whilst ensuring restorative approaches, a lot of work is carried out to try to change the behaviour and actions of the bully.

PROCEDURES FOR DEALING WITH A REPORT OF A BULLYING INCIDENT

The immediate priority is to stop the bullying so instances will be dealt with without delay.

Parents will be informed. In serious or persistent cases, parents may be asked to come in to a meeting to discuss the problem.

It is important for the school to understand the motivation behind the bullying. All attempts will be made to help the bully or bullies change their behaviour.

In accordance with our Positive Behaviour Policy, we will encourage individuals and groups to work together to improve their understanding of what has taken place and jointly agree the best solution moving forwards.

Any incidents will be recorded using CPOMS. This will enable patterns to be identified. Keeping records of bullying incidents will also enable the school to:

- Manage individual cases effectively
- Monitor and evaluate the effectiveness of strategies
- Celebrate the anti-bullying work of the school

Consequences for bullying are intended to hold pupils who bully to account for their behaviour and to ensure that they face up to the harm that they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused. Consequences are detailed in the school's Positive Behaviour Policy and will be applied fairly, consistently and reasonably, taking into account the needs of vulnerable pupils.

We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including, where necessary, deletion of inappropriate images or files on electronic devices, including mobile phones. We use this power under the specific authority of the Headteacher and only where there is good reason to do so.

MONITORING AND EVALUATION

All staff are responsible for reporting behaviour incidents on CPOMS and this includes instances of bullying. The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.

CONCLUSION

All Bartley staff are committed to employing the strategies and procedures outlined in this Anti Bullying Policy. It has been written with reference to and in accordance with: DfE 'Preventing and Tackling Bullying' advice (2017), the Schools Positive Behaviour, SEND, PSHE and Equal Opportunities Policy. It has been written after consultation with all stakeholders.

Revised: December 2017
To be reviewed: December 2019

Bullying is

Bullying is hurting someone on purpose more than once
Hurting my body or by mean words.
Face to face or through the internet.
It can make people feel sad and helpless.

**Bartley is anti-bullying!
I am anti-bullying!**

Bartley's Anti-bullying Pledge

This is for me...
...my friends today...
And my friends tomorrow.
I think being mean again and again stinks...
I won't watch someone get picked on
Because I am a do something person...
...not a do nothing person.
I care.
I can help change things.
I can be a leader.
In my world there are no bullies allowed.
Bullying is bad...
Bullying bites...
Bullying bothers me...
Bullying is not Bartley!

We are Bartley Church of England Junior School
And we won't stand by...
We will stand up.