

St. Andrew's Junior School

Anti-bullying Policy

This policy should be viewed in conjunction with the Discipline and Behaviour Management Policy.

1 Introduction and Definitions

1.1 The Department for Education (DfE) defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally.” (DfE 2014)

Bullying can take many forms: from teasing and spreading rumours to pushing someone around and causing physical harm. It often happens in front of other people.

It includes name calling, mocking, kicking, taking belongings, writing or drawing offensive graffiti, messing around with people's belongings, gossiping, excluding people from groups, and threatening others.

A more “Child friendly” definition:

A lot of young people have a good idea of what bullying is because they see it every day! Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over again.

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumours about people
- Keeping certain people out of a "group"
- Teasing people in a mean way
- Getting certain people to "gang up" on others

1.2 Online bullying (Cyber-bullying)

Recent experience indicates that children at this school have encountered online bullying. This is almost always initiated outside school hours and the school environment. However, it often has a knock on effect and can impact children's attitudes and behaviour in school. For details on the school's approach to online bullying, see Appendix 1.

2 Aims and objectives

- 2.1** Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4** We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of governors

- 3.1** The governing board supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing board does not tolerate bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 3.2** The governing board monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3** The governing board responds to any request from a parent to investigate incidents of bullying in accordance with the school's Complaints Procedure. In all cases, the governing board notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing board.

4 The role of the headteacher

- 4.1** It is the responsibility of the headteacher to implement the school's anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing board about the effectiveness of the anti-bullying policy at least annually.
- 4.2** The headteacher, with staff, ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. Teachers may use a similar strategy with their classes.
- 4.3** The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 4.4** The headteacher, with all staff, sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- 4.5** The headteacher keeps a record of bullying incidents. This may include, break/lunch times, before and after school, incidents near the school or on the children's way home or to school. It may also include information from parents about out-of-school bullying.

5 The role of the teacher

- 5.1** Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of incidents that happen in their class.
- 5.2** If teachers are aware of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher consults with the child's parents.

- 5.3** If teachers become aware of any bullying taking place between members of a class, they deal with the issue immediately. This will involve support for the victim of the bullying and sanctions for the child who has carried out the bullying. Teachers and TAs spend time talking to the child who has bullied: they explain why the action of the child was wrong, and endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, staff inform the headteacher. The headteacher may invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies.
- 5.4** Staff attend training as appropriate, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- 5.5** Staff aim to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Values of tolerance and respect together with issues around behaviour and bullying are explored regularly through certain aspects of the curriculum, especially Personal, Social and Health Education (PSHE).

6 The role of parents

- 6.1** Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- 6.2** Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 Monitoring and review

- 7.1** This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy annually.
- 7.2** This anti-bullying policy is the governors' responsibility and they review its effectiveness regularly at meetings of the Curriculum and Pupil Matters Committee and by way of governor visits.

Online bullying (Cyber-bullying)

Definition

Bullying can happen online or electronically. Online bullying is when children bully each other using technology such as the internet (blogs, social networking sites), mobile phones or gaming consoles. This can include:

- Sending unkind text, email, or instant messages, including “sexting” (sending sexually suggestive texts and images)
- Posting nasty pictures or messages about others in blogs and social media sites such as Facebook
- Using (hacking) someone else's user name and account to spread rumours or lies

Online bullying can also be more subtle with innocent texts or jokes being taken the wrong way because it is easier to send when children are not face to face. This is equally true if the intention is to bully – it is easier to do when you are not face to face.

Online bullying may often involve or affect a wider group of children given that messages and texts can be posted to friendship groups. In such groups, the hurt to the victim may be unintentional, e.g. a photo of an individual taken in fun quickly finds itself on a group friendship page and visible to many others.

The Role of the School

ICT equipment in school

The school does not allow children to bring mobile phones into school. The school does not allow children to visit social networking sites in school. When children are on ICT equipment in school this is monitored by staff. Children and parents are asked to read the schools' Acceptable Use Policy which is given to all parents when their child joins the school and is available on the school website. This sets out the school's approach to on-line safety in school. Parents and children are asked to sign the Home-School Agreement which includes a reference to the Acceptable Use Policy.

The Curriculum

As part of the Personal, Social and Health Education (PSHE) curriculum children are made aware of the potential dangers of modern cyber communication, as defined above. Children engage in tasks and discussion which are aimed at helping them to understand and equipping them to respond to the dangers.

Responding to the effects of online bullying in school

Staff often become aware of online bullying outside school because other incidents of bullying occur in school. In these cases staff follow the guidance of the main Anti-Bullying Policy. They will include advice to the children about the acceptable use of technology outside school and, where appropriate, will inform parents.

The Role of Parents

It is vital that parents understand the potential dangers and consequences of online bullying. Parents should talk to their children and monitor their use of mobile phones, games consoles and social media. For example, Facebook's own rules advise that no child under the age of 13 should be using Facebook.

The Department for Education have published a very helpful document entitled “Advice for parents and carers on cyber-bullying” (DfE, November 2014) which includes links to a number of other helpful websites. The DfE document can be downloaded via <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>