



Anti-bullying Policy

October 2016

"Bullying breaks children down. It is shameful, humiliating and frightening, and young people often feel powerless to stop it"

(Childline)

"All organisations, concerned with children, for example, schools and the health service should work towards what is best for the child"

Article 3, United Nations Convention on the Rights of the Child

Introduction

John Ball School is fully committed to providing a caring, friendly and safe environment for all of our school community so that learning can take place in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. 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.

Objectives of this policy

To ensure that:

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- It is made clear to our community that we take bullying seriously.
- Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

- Pupils learn in a supportive, caring and safe environment without fear of being bullied.
- When all issues of bullying are addressed pupils be able to fully benefit from the opportunities available at school thus learn and progress effectively.
- We work in partnership with pupils, staff and parents to promote awareness, understanding and mutual respect amongst pupils and to create strategies for preventing and responding appropriately to bullying and harassment.

There are considerable benefits to tackling bullying effectively included improved:

- School ethos, with a strong emphasis on the rights and responsibilities of all pupils
- Standards of behaviour
- Safety of young people
- Attendance
- Partnerships, communication and trust with all parties

What is Bullying?

Bullying is the use of repeated aggression with the intention of hurting another person. Bullying results in pain and distress to the target.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding Books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments because of, or focussing on the issue of sexuality i.e. homophobic
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities

Signs and Symptoms

These are not exhaustive. A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- Is frightened of walking to or from school
- 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
- Has dinner or other money continually "lost"
- Has unexplained cuts and/or bruises
- Comes home starving (money/lunch has been taken)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Is afraid to use the internet or mobile phone
- Is nervous and/or suddenly stops looking when messages are received

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

Whole School Approach

Within the Rights Respecting School approach all children and adults should work together to create an environment where bullying is not tolerated. All adults should raise awareness of the need not to give the bully an audience and that bystanders can actively help the target and prevent bullying. This can be done by reporting the bullying to a member of staff, using the class worry boxes as well as the whole school suggestion box and encouraging the target to report the incident.

Class based staff should at all times be alert to their responsibilities to ensure the well-being and safety of their pupils. As such key policies such as the Behaviour for Learning policy alongside the curriculum map, including PSHE, will go a long way to creating positive relationships for everyone in the class and beyond. All classes should also have a worry box which should be regularly checked by class based staff.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and various subject areas, as appropriate, in an attempt to eradicate such behaviour.

We recognise that bullying can cause deep emotional distress and have in place systems which prevent it. For example:

- Our culture is one of zero tolerance to bullying.
- We encourage children to tell if they feel they are being bullied. They can tell either a friend, a member of staff or their parent (who must inform the school).
- There are regular (at least termly) assemblies which highlight issues about bullying and what can be done about it. These include cyber bullying.
- Our PSHE curriculum and BIT training program addresses bullying.
- Pupil Parliament where representatives discuss issues of bullying, sometimes hearing directly from the target and bully.
- Annual children's questionnaire with follow up of issues.
- All staff are constantly vigilant for signs of bullying e.g. children not included on playground games, children not wanting to come to school
- Friendship circles to specifically support children in the development of social skills and positive relationships.
- New children are given a 'buddy' to show them around and look after them.

Why is it important to respond to bullying?

As members of John Ball School community we have all agreed to the rules that constitute our Rights Respecting School Charter and to our class charters. We have agreed to treat each other with respect and take responsibility for treating others as we would like to be treated. Bullying behaviour goes against this rule and is unacceptable. Bullying hurts. No one deserves to be a target of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving and learn to appreciate the effect their behaviour has on others.

We have a responsibility to respond promptly and effectively to issues of bullying.

Dealing with Bullying Incidents

Any member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action. Action will depend on the following:

- Age of those involved
- Persistence/repetition of incidents
- Knowledge of individuals
- Level of distress caused
- Context of the incident

Procedures

1. Report bullying incidents to the Phase leader, Pastoral Care Manager, Assistant, Deputy or Head teacher. Advice will be given about the best way to proceed and who is best to deal with the incident.
2. The identified member of staff will talk to the targeted child
3. The identified member of staff will talk to bullying person/people
4. The identified member of staff will talk to any witnesses or bystanders.
5. Staff will complete a contact sheet (ROC) whenever bullying is reported mentioned so that a log can be kept
6. A full 360 degree picture of the incident issues should be established.

Outcomes

1. The bully (bullies) may receive a yellow card / red card.
2. In serious cases internal or external fixed term exclusion will be considered.
3. The identified member of staff will contact all parents and carers involved, initially inform them and also subsequently report back outcomes and actions.
4. If possible, and agreed by parents and carers, Restorative Justice will be used to reconcile the pupils.
5. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
6. A support plan for the target and bully may need to be agreed. In some cases in school support such as the PCM or Counselling service may be considered as well as external referrals to courses such as ZAP via Kidscape.

Checklist to support investigations

- Who was involved?
- In what way did the target suffer?
- How did the incident start?
- What is alleged to have happened from the perspective of all involved?
- When and where did the incident take place?
- Who witnessed the incident?
- Who reported it and when?
- To what extent did the incident affect others?
- What was the response of the target(s)?
- What does (do) the target(s) wish to see resulting from the investigation?

Support for the target is essential immediately following the incident and during an agreed period of review. This support would normally be accessed by the class teacher or identified member of staff, working in conjunction with relevant individuals/agencies (if required).

Strategies to also be followed in the event of Cyber bullying

Please refer to our e-safety policy and Key national document: "Cyberbullying – Safe to Learn: Embedding Antibullying work in schools" DCSF-00658-2007

Cyber bullying can take many forms for example:

- Sending threatening or abusive text messages or e-mails, personally or anonymously
- Making insulting comments about someone on a website, social networking site (eg: MySpace) or online diary (blog)
- Making or sharing derogatory or embarrassing videos of someone via mobile phone or e-mail (such as 'Happy Slapping' videos)

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time.

1. Advise the child not to respond to the message
2. Secure and preserve any evidence
3. Inform the sender's e-mail service provider
4. Consider delivering a parent workshop for the school community
5. Consider informing the police depending on the severity or repetitious nature of offence
6. Inform the LA e-safety officer

If malicious or threatening comments are posted on an Internet site about a pupil or a member of staff:

1. Inform and request the comments be removed if the site is administered externally
2. Secure and preserve any evidence
3. Endeavour to trace the origin and inform police as appropriate
4. Inform LA e-safety officer

Parental Involvement

Parents and carers have an important part to play in assisting schools to deal with bullying and harassment. Regular awareness raising and training should be available to parents.

Monitoring and Review

This policy is monitored alongside the school behaviour policy every 3 years by the Headteacher and Pastoral team, together with involvement of Pupil Council, who report to governors the effectiveness of the policy on request.

This policy is the responsibility of the governors who review its effectiveness annually. They do this by examining reported incidents of bullying and by discussion with the Headteacher.

Reviewed October 2016

Next review date: Summer term 2018