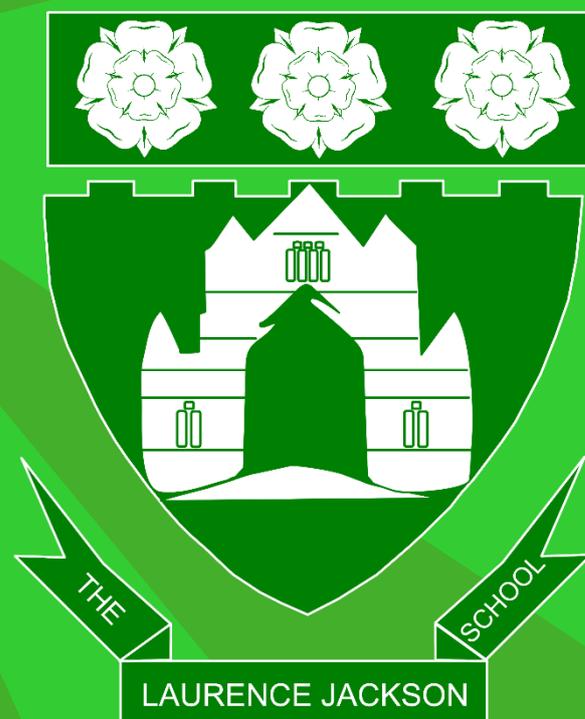


ANTI BULLYING POLICY



Reviewed and adopted by Governors: Summer 2019
Next Review: Summer 2020

Author	Statutory changes	Doc version	Date
	N/A	Version 1	July 2018
Catherine Jukes	N/A	Version 2	July 2019

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1 Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

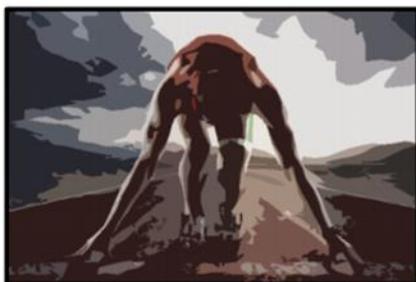
- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) ‘Preventing and tackling bullying’
- DfE (2018) ‘Sexual violence and sexual harassment between children in schools and colleges’
- [New] DfE (2018) ‘Mental health and wellbeing provision in schools’

2. Statement of intent

The expectations of all students are based around our 3 fundamental principles set out in the school’s Behaviour for Learning Policy:



Ready



Respectful



Safe

Laurence Jackson School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school’s curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school’s response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school’s Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school. This policy outlines systems and processes that are followed to prevent bullying in any form.

3. Definition of bullying

Bullying can be defined as;

'Unwanted, aggressive behaviour among children that involves real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.' For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem (either mental or physical).
- Pupils with caring responsibilities.

4. Types of bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything.

Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Statutory implications

Laurence Jackson School understands that, under the Equality Act 2010, it has a responsibility 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.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences. Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment. Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites. Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

5. Detecting bullying

Dealing with bullying incidents is not always easy or obvious – but the following may be signs:

- Cuts, bruises or aches and pains, which are not adequately explained.
- Clothes or possessions are damaged or lost.
- The child requests extra money or starts stealing.
- The child starts going to or returning from school at an earlier or later time or starts using a different route.
- The child starts refusing to go outside at break times or refuses to stay at school for school dinners.
- The child requests to change classes, options or school.
- Reluctance or refusal to attend school.
- The child's behaviour may become immature, i.e. the child reverts to a previous behaviour such as thumb-sucking or tantrum behaviour.
- The child may become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative.
- The ability to concentrate and school performance may deteriorate.
- There may be sleep or appetite problems.

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues. In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated.
- They have been the victim of domestic abuse.
- Their academic performance has started to fall, which has meant they are stressed.
- If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's form tutor, who will investigate the matter and monitor the situation.

6. Dealing with bullying incidents

The school will seek to control, as well as prevent bullying. It is important to recognise that that bullying is not the odd or sporadic falling out with individuals or groups, an argument or occasional joke played on others.

It is bullying when it is done Several Times On Purpose (STOP)



There may be instances in school and out of school where students fall out with one another, and may say things when they are upset. When occasional problems such as this arise it is not classified as bullying. In school we work hard to reinforce how to deal with managing friendships, and encourage students how to learn to deal with difficult situations and rebuild relationships with one another.

The following procedures will be followed in school when incidents of bullying are reported or detected. It is really important that any information about bullying is shared with staff in school so that appropriate actions can be taken. **IN SCHOOL WE CAN ONLY DEAL WITH WHAT WE KNOW**

7. Strategies to support students

Strategies that may be employed

- 1 "Face to face" meeting (with adult support) with bully to discuss issues resulting in/contributing to bullying.
- 2 Information sharing with relevant members of staff i.e. Form Tutor, Subject Teachers and Support Staff.
- 3 Change of seating plan within individual lessons, class groups or form groups.
- 4 Support and regular contact with named adult in school.
- 5 'Safe haven' area of school for out of lesson time.
- 6 Support to raise self-esteem.
- 7 Support of other students, promotion of peer friendship/support, involvement of relevant outside agencies.
- 8 The school, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.
- 9 Advice and support to Parent/Carer.

Advice for children on keeping safe

- Suggest that they always tell a teacher, parent or some other person they trust that they have been bullied.
- Suggest that they avoid situations and places where bullying is likely to occur.
- Suggest that they stay close to other children or adults who will provide support.
- Suggest that trying to buy off bullies by giving them things seldom works. The bully is likely to ask for more.
- Suggest that they should be wary of fighting back. The bully is likely to win and it may well make the situation worse.
- Advise against staying off school. This is likely to make the problem worse.
- Tell them that they must not start bullying other children as a response to being bullied. All children have the right to go to school without being bullied.
- Suggest that, when possible, they should walk away from the bullying, looking as confident as they can. If they make a fuss (e.g. shouting) or show that they are frightened (e.g. crying) the bully will know they are unsure of themselves and more likely to keep on bullying.

Children who bully

Strategies that may be employed

- Take action to discourage the bullying. Where possible, use sanctions that are ‘a natural consequence’ of the behaviour. For example, if the bullying took place at break time, ask the child to stay with an adult for a certain number of break times.
- Direct the disapproval at the behaviour not the child.
- Do not bully the bully. The use of strong-arm tactics will confirm the bully’s belief that ‘Might is Right’.
- The school realises that bullying may be an indication of underlying mental health issues. Perpetrators may be required to attend a counselling session, to assist with any underlying mental health or emotional wellbeing issues
- In extreme cases, Police involvement or the initiation of exclusion or Child Protection procedures might need to be considered.
- In addition to taking action to discourage the bullying, employ a range of measures to encourage appropriate non-bullying behaviour, either informally or using targets or contracts.
- Try to re-direct the enjoyment of exercising power over others, e.g. encourage the bully to take on a caring or tutoring role with a younger student.
- Encourage other children to disapprove of the bullying.
- Try to change the way bullies view their situation, e.g. bullies often perceive that their status is being challenged when this is not in fact the case.
- Break up bullying groups by not allowing the children to sit, eat or socialise together.
- Develop their ability to empathise with others, e.g. provide clear feedback on the extent of the distress their behaviour has caused.
- Give reasons for the actions you take.

Children who bully and are bullied

Some children both bully children and are themselves bullied. The characteristics of these children are similar to those of the small number of ‘provocative victims’ but they are stronger and more assertive. The help offered to these children should consider both their bullying and being bullied.

The role of the bystander

The presence of an audience is often a key component in bullying. The bully may be motivated by the desire to impress the ‘audience’. Bystanders should be encouraged to show by their behaviour that they disapprove of the bullying, that they will take no part in it and should be encouraged to tell a teacher or other adult what has happened.

Sanctions

If the school is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher informs the pupil of the type of sanction to be used in this instance (detentions, service-based activities, etc.) and future sanctions if the bullying continues. If possible, the school will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim’s full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully. Parents are informed of bullying incidents and what action is being taken and the Year Leader will monitor the situation

8. Staff principles

All members of the school community will take bullying seriously

- Use of anti-bullying posters and advice around the school.
- Students encouraged to be open and honest about bullying.

- All concerns of/about bullying should be discussed with an adult in school.
- Use of Impero confide tool as a means of raising bullying concerns.
- Students encouraged to have positive self-image.
- Positive relationships encouraged by staff and areas of conflict discussed as and when necessary.
- Adults within classrooms ensure students aware of acceptable behaviour and rules.
- Adults visible around school buildings/site during out of lesson periods ie before and after school, break times and lunch times.
- Adults take all allegations seriously and take appropriate action.
- Staff training and regular awareness raising of anti-bullying strategies.
- Form tutor group work on anti-bullying strategies.
- Assemblies to raise awareness of anti-bullying.
- Awareness of hot spot areas around school with close monitoring and strategies put in place.
- Involvement in anti-bullying week.

In addition to these strategies, the school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school:

- All reported or investigated instances of bullying will be investigated by a member of staff.
- Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- Diversity, difference and respect for others is promoted and celebrated through various lessons.
- Seating plans will be organised and altered in a way that prevents instances of bullying.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- A safe place, supervised by a teacher, is available for pupils to go to during free time if they feel threatened or wish to be alone.
- Form teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.
- The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

Reporting, recording, monitoring and evaluation

- All incidents of bullying should be reported to a member of staff.
- Correct procedures should be followed (see action taken sections).
- Paper copies of statements and action taken to be stored in student's file.
- Student(s) files to be marked to identify victim and bully.
- School based monitoring through feedback from Student Welfare Managers and SIMS reports to identify students who are repeatedly involved as either victim or bully.
- Use of school council to evaluate and review effectiveness of anti-bullying policy when required – 'Student Action Group' formed to carry out student lead initiatives.
- Anti-bullying policy to be reviewed every year.

9. Managing disclosures and maintaining confidentiality

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt, they will speak to the DSL. The DSL will be informed of any allegations of abuse against pupils with SEND.

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm. The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in section 12 of this policy if they become aware of any incidents. The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 3 and section 4 of this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device is seized by a member of staff, and there is reasonable grounds to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable. If a staff member finds material that they do not suspect contains evidence in relation to an offence, the headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies. The school's Searching, Screening and Confiscation Policy will be followed at all times.

10. Bullying outside of school

The school has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member. Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it is investigated and acted on.

In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip. The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.