

Anti-Bullying Policy (IJS)

Anti-Bullying Policy – Infant and Junior School

*THIS POLICY REFERS TO ALL PUPILS IN THE INFANT AND JUNIOR SCHOOL
INCLUDING THOSE IN EYFS*

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1. Introduction

The DfE Guidance 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

‘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.

Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological [knowing what upsets someone], derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.’

A Nottingham High School policy statement on tackling bullying is published to pupils and parents, as follows:

“Our aim is to maintain an ordered, civilised and stable community at Nottingham High School, with the full and willing co-operation of every member of the School. All forms of bullying are unacceptable at Nottingham High School. It is very important that everyone is fully aware of the issues, and how the School deals with them.”

It is important to note, that although the School adopts the DfE definition of ‘bullying’ which references that the behaviour is ‘repeated over time’ (see passage above), the School will still act in response to a single incident and will make an appropriate record; particularly if the incident relates to one of the protected characteristics as set out in the 2010 Equality Act. This action will assist the

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School in monitoring and identifying patterns over time and help ensure that a single incident does not become the first in a series.

This policy should be read alongside other related School policies include Safeguarding and Child Protection; Acceptable Use Policy for ICT (Students); Procedure on Responsible Behaviour in Cyber Space.

2. Aims

This policy aims to produce a consistent school response to any bullying incidents or accusation of bullying incidents that may occur.

Bullying is wrong and may harm pupils. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

Our community is based upon respect, responsibility and mutual tolerance for all pupils. We aim to:

- Provide a safe and secure environment where all can learn and work without anxiety.
- Provide a safe and caring environment so that every pupil can develop their full potential.
- Care for and support each other [pupils and staff] and treat everyone with courtesy, so everyone can learn and work in a relaxed and orderly atmosphere.
- Support parents so that the School and homes have consistent expectations of behaviour and that they co-operate closely with each other.
- Promote a co-operative working environment where everyone is respected and everyone's voice is heard.

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.

Our Anti-Bullying Policy is incorporated into our Junior School PSHE scheme of work and cyber-bullying is consistently covered and referred back to in ICT/Computing lessons. Please see the School's Safeguarding and Child Protection Policy and the ICT Code of Conduct for further details relating to cyber-bullying.

The main forms that bullying takes are:

- Verbal [emotional], which may include name-calling, ridicule, threats of physical violence and hurtful personal comments ranging across a broad spectrum that may include references to intelligence, appearance and physical strength, as well as one of the

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protected characteristics as detailed in the Equality Act 2010. These personal comments may relate to (but are not limited to):

- race
- religion
- cultural background,
- sexuality
- gender
- transgender
- homophobia
- special educational needs
- disability issues
- personal circumstances such as being adopted or being a carer for others.

Verbal bullying may be communicated directly by spoken comments and written notes, and by cyber-technology [social websites, mobile phones, text messages, images and email]. 'Banter' is not an acceptable excuse for verbal bullying.

- Physical, which may include deliberate jostling, physical violence, interference with another pupil's property, 'upskirting' and sexual abuse (peer-on-peer or otherwise).
- Manipulative, for example when groups of pupils act with the intention of excluding individuals from their friends or normal situations.

3. The role of the Infant and Junior Head

It is the responsibility of the Infant and Junior Head to implement the school anti-bullying strategy and to provide effective staff training, ensuring that all staff [both teaching and non-teaching] are aware of the school policy and know how to deal with incidents of bullying. The Infant and Junior Head reports, on request, to the Governing Body about the effectiveness of the anti-bullying policy.

Through the IJS Management team, the Infant and Junior School Head ensures that all pupils know that bullying is wrong and that it is unacceptable behaviour. The Infant and Junior Head draws the attention of pupils to this fact at suitable moments. For example, if an incident occurs, the Infant and Junior Head may decide to use an assembly as a forum in which to discuss with other pupils why this behaviour was wrong, and why appropriate action has been taken.

The Infant and Junior Head sets the school climate of mutual support and praise for success, so making bullying less likely. When pupils feel they are important and belong to a friendly and supportive school, bullying is far less likely to be part of their behaviour. In addition, where the ethos is one which is intolerant to bullying, pupils are more likely to report any such behaviour to staff.

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4. The role of the Infant and Junior School staff

Adults in our school take all forms of bullying seriously. They intervene to prevent incidents from taking place and react swiftly when they do. Suspected or confirmed incidents of bullying are passed onto the Deputy Head [Pastoral], who keeps a school-wide record. If an adult witnesses an act of bullying, they do all they can to support the child who is being bullied and should pass the information to the Deputy Head [Pastoral]. In tracking incidents, the Deputy Head [Pastoral] will recognise patterns of behaviour and will act on those to support the victim and the perpetrator. The tracker is also used to record any single incidents which in their nature suggest they may become part of a series and/or they relate to one of the protected characteristics as defined by the Equality Act 2010:

The following characteristics are protected characteristics—

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Teachers and staff support all pupils at our school in making it easy for pupils to report bullying by establishing a climate of trust and respect for all. By praising, rewarding and celebrating the success of all pupils, we aim to prevent incidents of bullying.

Teachers routinely discuss strategies and share good practice at INSET and during staff meetings which enable them to become better equipped to deal with incidents of bullying and bullying type behaviours.

5. The role of parents

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 Form Tutor/Class Teacher (Form

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Tutor in the Junior School, Class Teacher in the Infant School) immediately. 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. We ask that you encourage your child to tell; we can't do anything if we don't know.

6. The role of the Governors

The Governing Body supports the Infant and Junior Head in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur and are thus recorded on the 'Complaints' tracker, and reviews the effectiveness of the school policy regularly. The Governors require the Infant and Junior School Head to ensure accurate records of all incidents of bullying are kept and to report to the Governors, on request, the effectiveness of school anti-bullying strategies.

7. Monitoring and Review

The effective implementation of this policy is monitored on a day-to-day basis by the Deputy Head [Pastoral] and the Head of the Infant and Junior School, who reports to Governors about the effectiveness of the policy.

8. Staff Procedures when dealing with Bullying

The aim of all bullying investigations is to reach a situation in which the bullying ceases and all parties move on with their lives positively and with mutual respect.

Where a member of staff encounters an act of bullying, whether physical or verbal, he/she should act to prevent an immediate recurrence (for example, by separating the individuals concerned).

Where a member of staff has evidence or grounds for suspicion of an act of bullying he/she should inform the Form tutor/class teacher and the Deputy Head [Pastoral] of the perceived victim as a matter of urgency – if possible on the same day and certainly by the following day.

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If teachers become aware of any bullying taking place between members of a class they should deal with the issue quickly. This may involve counselling and support for the victim of the bullying and may involve an appropriate punishment for the child who has carried out the bullying as well as potentially support and counselling for the bully. It is important to note that, in dealing with pupils of primary age, the bully is in need of help and education in order to break the cycle of behaviour. Careful handling and support can ensure that the incident is an isolated one. It is often the case that the young child is unaware of the effect or the consequences of their behaviour. Often there is no conscious decision to bully another child, but repeated, negative behaviour and conduct towards said child has the same, greatly upsetting, effect. In this school, we spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour for the future.

Staff should communicate any pupil whom they feel may be the target of bullying or the instigator of bullying behaviour during the weekly 'Progress and Concerns' meeting so that other colleagues can support in monitoring the situation.

When the alleged bullying involves just two pupils:

The victim's Form Tutor/Class Teacher and/or the Deputy Head [Pastoral] will:

- Interview the victim, sympathise and encourage them to 'open up' about all the incidents and to give full details and names of offenders.
- Tell the victim that action will be taken and that the situation should improve.
- Keep a written record.
- Speak to the bully's Form tutor/class teacher and pass on all information to other staff in IJS.
- Suggest others [Parents, TAs or Nurse] who might listen if the victim is unforthcoming.
- Contact the victim's parents [by telephone or face to face] to ensure that they are fully aware of the situation.
- Speak to the victim's friends – ask them to be vigilant, protective, and to report back on any relevant developments.
- Provide support. Suggest the victim talks to an adult they feel they can trust. If they suggest someone, let that person know.
- Offer advice, if appropriate, on strategies for 'self-help', for example, in not provoking a known situation or in moving forward.
- Make diary note to check whether the situation improves over a period of time. If this does not happen give further support and take further action.

The bully's Form Tutor/Class Teacher and/or the Deputy Head [Pastoral] will:

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- Speak to the bully as soon as possible after he/she receives the information. On the same day if possible but certainly on the next school day.
- Listen to the bully's point of view.
- Keep a written record.
- Point out very strongly that bullying is unacceptable, even if there was no conscious decision to bully.
- Stress the importance of not retaliating [a useful strategy may be to imply that the information came from a concerned witness, rather than the victim].
- Appeal to the bully to help the situation, for example, by exerting their influence to stop other pupils who might start bullying the victim.
- Consider whether punishment is appropriate. A minimum response is to issue a strong, severe warning about the consequences of a recurrence.
- If thought necessary, inform the bully's parents of the situation. In extreme and persistent cases, the Deputy Head [Pastoral] will advise parents that suspension from school is a possibility for serious offences and that persistent offenders risk losing their place at the school.
- Where appropriate, agree a review date with the bully.
- Form tutors/class teachers handling any significant incident must write a brief account for which they may use the Nottingham High School Record of Bullying form and forward all the relevant notes/information to the Deputy Head [Pastoral]. IJS staff should be informed [through a regularly scheduled meeting or by email] with a plea for vigilance and assistance with monitoring.
- These notes must be copied to the files of all involved pupils.
- The Deputy Head [Pastoral] will record a summary of the bullying behaviour on the digital bullying tracker.

When the alleged bullying involves several pupils:

- Acting on information received, the Form Tutor/Class Teacher and/or the IJS Deputy Head [Pastoral] will conduct interviews and investigate allegations. If several pupils in the same form/year group are involved in a bullying incident the Form Tutor(s)/Class Teacher(s) may need to speak to the form/year group when the victim is not present, in order to reiterate the importance of avoiding this type of behaviour.
- If the situation does not improve or is repeated, the Deputy Head [Pastoral] will see the bullies, and it is likely that the parents will be called into School for a discussion. Issues should be raised at staff briefings.
- The Deputy Head [Pastoral], or person handling any significant incident, must write a brief account using the Nottingham High School Records of Bullying form. Copies of these should

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be given to the Deputy Head [Pastoral] who keeps a central file. IJS staff should be informed [through regular meetings or by email] with a plea for vigilance and assistance with monitoring.

- These notes must be copied to the files of all involved pupils.
- The Deputy Head [Pastoral] will record a summary of the bullying behaviour on the digital bullying tracker.

Sanctions

The purpose of sanctions issued in relation to bullying is:

- To impress on the perpetrator that what they have done is unacceptable.
- To deter them from repeating their behaviour.
- To signal to other pupils that the behaviour is unacceptable and that they must avoid it.

Any sanction for bullying should be administered along with support to help the child change their behaviour. The IJS Deputy Head [Pastoral], in conjunction with the IJS Head, will judge if a sanction is to be imposed on a bully. This sanction will follow the usual IJS sanctions used for behaviour issues in school; please see the IJS Promoting Good Behaviour Policy for more information.

Possible sanctions for bullying behaviour include:

- A loss of free time or school privileges
- A Caution being awarded
- A meeting with the parents
- A meeting with the IJS Head

In the most extreme and persistent cases, the following sanctions may be administered, although it is thought unlikely to be necessary for children in the Infant and Junior School.

Probation [All Pupils – most serious offences]

The Head/Deputy Heads may impose a period of formal probation for a range of issues [including persistent bullying] using information provided by the IJS staff and other sources.

- i) The pupil's parents are advised that their child has a period on probation and what this means, see points ii-vii below.
- ii) During a period of probation [which is generally up to one term in duration] the pupils is given some reasonable/age appropriate targets to achieve
- iii) Their performance is closely monitored by their Form tutor/class teacher and a member of the Senior Management Team.

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- iv) They are given regular feedback on how they are matching up on the targets they have been set.
- v) Towards the end of the probation a review is carried out and the Head of the Infant and Junior School, or one of her Deputies, considers all relevant aspects of the pupil's performance in deciding whether they have passed or failed the probation.
- vi) The pupil and their parents are informed of the outcome: praise if they have been successful, a further specified period of probation if some but insufficient progress has been made, permanent exclusion from the school if no real progress has been achieved.
- vii) A serious violation of one or more probation targets during the period of probation may result in a suspension or permanent exclusion.

Suspension and Exclusion [All Pupils – most serious offences]

Suspension from school [usually for two days] is for the most serious 'one-off' offences or as a last chance for a particular type of behaviour. Suspension is often followed by a specified period of formal probation [see above], which must be passed. Repeat offences of the same type for which a suspension has been imposed lead to permanent exclusion.

Very occasionally the IJS Head may, in collaboration with the Headmaster, permanently exclude or require the removal of a pupil from the school if he considers the pupil's attendance, influence on others, progress of behaviour [including behaviour outside School] to have been wholly unsatisfactory. (See the Misbehaviour and Exclusions Policy)

Involvement of external agencies

The School will consider referring serious bullying incidents, defined as those in which there is reasonable cause to suspect that a child is suffering [or is likely to suffer] significant harm, to the local authority Social Services Department and/or Safeguarding Children Board.

Buses

A ban on travel may be imposed if a pupil does not respond to normal school sanctions in respect of poor behaviour, including bullying other pupils, on a school bus.

9. Miscellaneous

Recording Incidents of Bullying

Records and notes of all bullying incidents are recorded and kept at the conclusion of an investigation with copies being placed in the files of all relevant pupils. The Deputy Head [Pastoral]

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also keeps a digital bullying tracker which allows for close monitoring of bullying patterns. Head and/or Deputy Heads note any relevant incidents on the 'Complaints Tracker' which is reviewed by Governors.

Vulnerable pupils

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Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference.

The IJS recognises that these young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents, IJS staff are alert to the potential bullying this group faces and ensure that the school's mechanisms for reporting bullying are accessible to all.

Involvement of External Agencies

Where necessary, the School will refer victims of bullying/bullies to external agencies. These may include local CAMHS and organisations such as those listed at the end of the Safeguarding and Child Protection policy document.

Bullying incidents outside the school context

We implement a multi-agency approach in bullying situations involving young people outside school. If adults are involved, we use our Safeguarding and Child Protection Procedures [published separately] to address the situation.

IJS staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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 line with the information above. The Head will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil.

While IJS staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the High School premises or when the pupil is under the lawful control of IJS staff, for instance on a school trip.

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Appeals Procedure for Pupils

Following discussion with their Form Tutor/Class Teacher, all pupils have the right to appeal to the IJS Deputy Head [Pastoral] if they feel a sanction is unreasonable, or if they feel a member of staff has treated them unfairly.

Appeals by Parents

Very occasionally parents may wish to query a sanction and in the first instance an approach should be made to their child's Form Tutor/Class Teacher then, if necessary, to the IJS Deputy Head [Pastoral]. Hopefully these steps will lead to clarification and resolution of any issues. Beyond this an appeal may subsequently be made to the Head or ultimately – via the Complaints Procedure published separately – to the School Governors.

Signs of Bullying – some points for parents

Parents occasionally ask for advice on changes in behaviour that may indicate that their child is being bullied and the following pointers may be useful:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits [eg giving up music lessons, change to accent or vocabulary]
- Psychological damage and diminished levels of self confidence
- Frequent visits to the School Nurse/a trained first aider with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be considered by parents and reported to the pupil's Form tutor/class teacher.