Anti-Bullying Policy

Signed by Sarah Simmonds and Sarah Coleridge

Joint Chair of Governors.

Date: 29.11.18

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<u>**John Watson School Wheatley Nursery School**</u>
<u>**Anti-Bullying Policy**</u>

This policy has been adapted from the policy recommended by Oxfordshire County Council (OCC) to make it appropriate to the pupils in both schools.

The OCC Policy was developed after a review of Oxfordshire Anti-Bullying Policies. It includes ideas taken from the best policies reviewed, as well as the Oxfordshire Anti-Bullying Policy Checklist. OCC also recommend that schools develop a shorter user friendly version of their policy for students and parent/carers.

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Date: November 2018
This policy was developed in consultation with staff, governors, students and parents. It is reviewed and updated every two years, and the new version distributed to the whole school community.
Next review: November 2022

Definition
This is our school community's shared understanding of what bullying is.

 "When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:
- physically and/or mentally hurt or worried
- unsafe and/or frightened
- unable to do well and achieve
- "badly different", alone, unimportant and/or undervalued
- unable to see a happy and exciting future for yourself

it **could** be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person and they continue to behave in the same manner, this **is** bullying."

If someone is made to feel like this, or if they think someone they knows feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell someone. However, lots of things can make people feel bad, sometimes it depends on the situation we are in, and it is not always bullying – so the following two definitions are also useful:

1. Bullying is any behaviour by an individual or group that:
   - is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
   - happens more than once – there will be a pattern of behaviour, not just a "one-off" incident
   - involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves

2. "Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally" .

Methods and Practices of bullying

The following are some examples of the many different forms of bullying, but do this is not an exhaustive list.

Physical - For example, kicking, hitting, spitting, pushing, taking and damaging belongings, or threatening to do any of these things

Verbal - For example name calling, taunting, threats, offensive or discriminatory remarks, whether about people or objects

Indirect, emotional or relational - For example, spreading hurtful and untruthful rumours or nasty stories, gossiping, excluding from social groups, forcing someone to do something against their will, tormenting, "dirty looks", or producing offensive graffiti

Cyber - For example, sending offensive text messages, using pictures or video clips, Instant Messaging, emails, social networking sites or other electronic contact to cause harm, embarrassment or discredit to students or staff of the school.
> 'Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself'

Prejudice-related - For example, bullying or harassment that is homophobic, gender based, sexist, sexual or transphobic, racist or discriminating against religion, Special Educational Needs, disabilities, health conditions or a person's home circumstances, such as being looked after, or caring for a family member. This includes actions or language that discriminates against people for any of these reasons, or other reasons relating to a person's identity.

Sexual - For example inappropriate or unwanted physical contact, verbal comments or cyber messages of a sexual nature.

Bullying includes the above but is not limited to this. It also includes:
- Any form of behaviour which is the result of a specific strategy to make an individual feel miserable
- Organising others to do any of the above
- Excluding an individual in such a way that they are made to feel vulnerable and different in a bad way

We reject all of the above forms of bullying and will not tolerate them in our school community.

Off-site bullying

We are aware that several areas in and around the school are vulnerable to bullying, including:
- On the playground areas
- On school transport
- In the lunch hall
- In the classrooms
- In the toilets
- Walking from taxis to school and vice versa
- In the sensory room or ball pool

The school has an enduring interest in the welfare and conduct of its pupils and will respond positively to any information it receives about bullying outside school, for example in journeys to and from school, in after school activities, or through use of technology such as the internet or mobile phones outside of school hours.

For example, the school will intervene if it hears of:
- Cyberbullying via Social Networking Sites e.g. malicious message on somebody's profile or creation of a fake profile.
- Filming on mobile phones and passing on inappropriate material or joining in with this behaviour even if you weren't the original author.
- Other cyberbullying or off-site bullying

To help prevent and reduce bullying off-site, the school will:
- Educate pupils about how to handle or avoid bullying outside the school premises, including cyberbullying and e-safety information
- Map out safe areas on site for children
- Talk to the Headteachers of other schools whose children may be involved in bullying off the premises
- Discuss coping and preventative strategies with parents, such as alternative travel arrangements
- Link with local service providers such as transport providers, youth groups etc. to share knowledge and best practice
- Talk to the local community Police Officer about known problems on the streets

If the school is aware of a bullying incident outside school, staff will:
- Follow the attached checklist for dealing with an incident as far as possible, depending on the situation, including recording and reporting protocols, and contacting parents / carers
- Provide support and advice to the person being bullied, if they are within our school
- Support and work with the person bullying, if they are within our school
- Investigate and consider the following actions with respect to the person bullying:
    - o Contact the parents of both parties
    - o Confiscation of mobile phones and other items, if applicable
    - o The involvement of police or anti-social behaviour coordinator in their local authority in any form of on-going bullying, particularly when related to cyber-bullying. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.
- Inform any other relevant schools or agencies (eg social workers, behaviour support workers, LDCAMHS, youth clubs, transport providers) about the concerns and any actions taken
- If information is received that a child is being bullied by a sibling outside school this will initially be discussed with the parents.

- If children are being bullied by pupils of another school, the head teacher of that school will be informed and invited to deal with the matter.

Discriminatory Language

Discriminatory language not only undermines confidence and self-esteem of individuals, but reflects negative attitudes towards a wider sub-community or group, and in some cases is illegal. A culture where discriminatory language goes unchallenged is likely to be a culture where bullying is more prevalent.

Discriminatory language of any kind is not acceptable and will be challenged, whether verbal, written (including graffiti) or electronic. Education about diversity will be delivered through the curriculum, displays, assemblies and tolerance will be modelled by all staff. In particular we will not accept any derogatory language that is:

- Sexual or sexist
- Relating to special educational needs, disabilities or health conditions
- Gender based
- Homophobic
- Transphobic
- Racist
- Relating to religion
- Classist
- Relating to a person's home circumstances

Discriminatory language is sometimes used without thinking and in some schools is ignored by teachers and school staff because either they feel it is difficult to know how to respond or they believe the language is used without any discriminatory intent. In this school we challenge all discriminatory language whenever it is used. When responding to discriminatory language, staff will:
- Tell the pupil that discriminatory language is not acceptable in school. Explain that such language is offensive.
- If pupils continue to use the language, explain in more detail the effect that discrimination and discriminatory language have on people and that, like racist language, homophobic language will not be tolerated.
- If a pupil continues, remove the pupil from the classroom and talk to the pupil in more detail about his/her behaviour and why it's offensive.
- Teacher to make a telephone call to parents the situation and seek their support in explaining the impact of discriminatory language. In some instances, the use of social stories may support the understanding of the situation.

If it still continues, involve senior managers. The pupil should understand the sanctions that will apply if they continue to use discriminatory language. This should be included within a social story, if one is being used. Alongside sanctions we may use a restorative approach to help repair the harm caused by the incident and help young people be aware of the impact of their actions. These sanctions may include:
- Time out
- Removal from the group (Time in)
- Withdrawal of break and lunchtime privileges/favourite activities
- Acceptable language contract
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum
- Exclusion from certain areas of school premises
- Confiscation of mobile phones, in line with our Acceptable Use (internet safety) policy, where relevant
- Referral to Schools Police Liaison Officer
- Fixed-term exclusion

All sanctions are delivered in a manner that is appropriate to each individual's needs and level of understanding.

- If it continues, invite parents in to discuss the situation. For homophobic bullying, even if parents and pupils think gay people should be treated differently, this does not mean homophobic language or bullying is acceptable. We will take time to explain to parents why this policy is important as part of the anti-bullying policy of the school. We will explain that all pupils should be able to feel safe at school and reiterate that they have an obligation to help schools uphold policies.

How bullying incidents will be dealt with

Bullying will be investigated and dealt with quickly, sensitively, fairly and firmly, using the annexed checklist. Students can report it to any member of staff, or a member of the School Council safe in the knowledge that it will be taken seriously and dealt with effectively. If a member of staff feels that they are being bullied, they should report it to their line manager or the Head Teacher. Bullying of staff will be dealt with in accordance with Oxfordshire County Council guidelines.

Strategies to support those bullied and bullying

The following strategies are in place to support students and staff who have been bullied:
- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Providing reassurance that the bullying will be addressed
- Offering continuous support such as training to develop self-esteem, assertiveness and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. social workers, behaviour support workers, LDCAMHS, school nurse, educational psychologist, where appropriate
- A "safe place" can be made available to them, e.g. a classroom or an alternative space
- A named person of the affected person's choice who can be available for one-to-one support within a confidential relationship
- Mentoring support through a trained member of the School Council
- The opportunity to meet with the person bullying for a restorative justice meeting if appropriate

The following strategies are in place to support and work with pupils who have been bullying:
- Discussing what happened with a member of staff, including an exploration of how and why the pupil became involved, and what they need to do to resolve the situation
- Providing reassurance that their needs will be addressed
- Offering continuous support such as training to develop self-esteem, empathy, assertiveness and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. social workers, behaviour support workers, LDCAMHS, school nurse, educational psychologist, where appropriate
- A "safe place" can be made available to them, e.g. a classroom or an alternative place
- A named person of the affected person's choice who can be available for one-to-one support within a confidential relationship

In addition peer support schemes can be used to provide follow up support to either party, such as:
- Peer Support—via School Council
- Group work amongst peers, led by staff to tackle underlying issues

Preventative strategies

Monitoring and Review
The school regularly monitors levels of bullying through the following measures:

- Follow up after each incident to review effectiveness of response
- Where appropriate, undertaking questionnaires and surveys for the whole school community to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Systematic recording and review of incident forms to inform policy and procedures

This policy is reviewed and updated in response to intelligence gathered in the above ways, for example to target measures towards particularly vulnerable groups.

Spotting bullying early
A child may indicate by signs or behaviour that he or she is being bullied. To those who know the child this may simply be a feeling that 'things aren't quite right'. Staff are trained to be aware of these possible signs and will investigate if a child:
- Is frightened of walking to or from their taxi
- Doesn't want to go on their taxi
- Changes their usual routine
- Is unwilling to go to school
- 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
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when a cyber message is received
- Becomes withdrawn and is reluctant to say why
- Reduces their educational attainment
- Perceives comments from others as hurtful
- Displays challenging behaviour, which could be the result of intimidation or enforced isolation from others

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

Education and information
Education and awareness-raising about diversity, discrimination and bullying is delivered through:
- The curriculum (Circle time, PHSE, Citizenship lessons), where issues surrounding bullying and any ideas to make situations better can be discussed, for example exploring:
    o Diversity, tolerance and discrimination
    o Why do people bully each other?
    o What are the effects of bullying on the bullied, on bullies, and on bystanders?

- o What can we do to stop bullying?
- o How students can constructively learn to manage their relationships with others
- Assemblies where children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place.
- Making national anti-bullying week a high profile event each year;
- Drama—can be part of a drama lesson, with role play a powerful vehicle to help children be more assertive and teach them strategies to help them deal with bullying situations;
- Theme for the week—highlighted in assemblies.
- IT lessons covering e-safety and cyberbullying
- Adults model appropriate behaviour towards each other to students
- School Newsletter – news and updates about bullying are mentioned periodically in the school newsletter to all families each week.
- This policy and the pupil-friendly version of it are displayed on an easily accessible board and the parent / carer anti-bullying guide are provided to pupils, parents / carers and staff at the beginning of each year, are discussed in lessons, and are available on the website
- Involving the whole school community in writing and reviewing the policy;
- Prominently displaying anti bullying posters produced by the children around the school;

Other Prevention Strategies
- School staff ensure that pupils know that they can 'Talk to an adult' about anything that may be worrying them and that staff are here to support
- Each class can agree on their own set of class rules
- Introducing playground improvements and initiatives
- Selected school councillors acting as 'bully busters' so they can be approached by all children who have concerns
- Buddy bench in playground
- Using praise and rewards to reinforce good behaviour and anti-bullying work by pupils, such as:
  - o Certificates at Assembly
  - o Letters home
- Encouraging the whole school community to model appropriate behaviour towards one another
- Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it
- Children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance by class staff
- High level of supervision available to reduce the risk of bullying incidents at particularly vulnerable times such as lunch and break times and the beginning and end of the school day; and in particularly vulnerable areas around school
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware
- The Student Council meets regularly and can represent students concerns and pass them onto the Senior Management Team. It regularly reviews anti-bullying development and procedures
- An anti-bullying staff plan appropriate anti bullying work across the school
- An Equality Policy is in operation in the school, covering what is meant by racial, homophobic, disablist, classist, gender-based, sexual, transphobic, religious or other identity-based harassment. It states that such harassment will not be tolerated, and specifies how the school will respond to any such incidents
- School counsellors are available at regular times for any student to talk to
- Staff use restorative conversation to help resolve issues where appropriate
- All class based staff and SLT are trained to deal with issues relating to bullying and violence

Where Pupils and Parents / Carers can find more information

Pupils: the pupil-friendly version of this policy It is also on display in reception and is brought to pupils' attention at the start of each school year.

Parents / carers: This policy and the annexed Parent / Carer Anti-Bullying Guide is provided to each pupil's parent or carer at the start of each school year. Parents / carers can contact the SEnior Leadership team if they suspect bullying is going on. If they are unhappy with the way it is dealt with, or wish to make a complaint, they can contact the Head Teacher, Stephen Passey. Comments from parents / carers will be welcomed and it is expected that all parents/carers will support the school in maintaining these standards.

This anti-bullying policy is available on our school website, and parents / carers and students are notified of this at the start of each school year.

For further information and in relation to annexes please see

- [Anti-bullying policy checklist (doc format, 17Kb)](#)
- [Checklist for managing a bullying incident (pdf format, 176Kb)](#)
- [Cyberbullying toolkit (pdf format, 292Kb)](#)