



## **John Watson School**

### **Anti-Bullying Policy**

*Lynn Wong*

Signed by Chair of Governors.

Date: May 2022

Review: May 2023

This policy will be reviewed as per the review schedule set by the Governing body or in accordance with policy updates issued by Oxfordshire County Council (whichever is sooner).

### The purpose of this policy is

- to develop and maintain a positive and safe learning environment in which bullying will not be tolerated
- to promote the school's aims and core values
- to set out clear expectations of behaviour and conduct for all within the school community
- to ensure all members of the school community can recognise bullying if and when it occurs and take the necessary action to prevent further occurrences
- to promote inclusion, self esteem and self worth in order to meet the physical, emotional and mental health needs of all members of the school community
- to raise the the standards of behaviour and levels of achievement
- to ensure all members of the school community are meeting their full potential

In John Watson School we aim to empower each individual to live a fulfilling life as independently as possible.

Our Core Values **SLICE** underpin all our work

Safety	Learning	Independence	Communication	Engagement
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We recognise that everyone has the right to feel welcome, secure and happy in school, and we work hard to maintain a positive working atmosphere for all, both pupils and adults.

There is no legal definition of bullying. Bullying is defined as, "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally" (DfE Preventing and Tackling Bullying, July 2017). See JWS [Behaviour Statement](#).

We recognise that bullying takes many forms and can be related to:

- Race, religion or culture
- Special Educational Needs or disabilities (SEND)
- Nationality
- Gender
- Sexual orientation (or alleged orientation)
- Sexist, sexual and transphobic
- Appearance or health conditions
- Home circumstances - young carer, child who is looked after, bereavement

Bullying may present itself in a range of ways including:

- **Physical:** hitting, stealing or hiding belongings, sexual assault
- **Verbal or written:** name calling, personal insults, remarks about race or other, offensive remarks, teasing, taunting, making threats
- **Indirect/emotional:** spreading unpleasant stories, excluding from groups, forced joining of groups, manipulative and coercive behaviour, e.g. bullying or criminal activity
- **Cyber-bullying:** Via mobile phone, or online. Using social networking or web pages sites to send offensive comments or spread rumours, offensive or abusive text or email messages, sending offensive or degrading images by phone or via the internet. Cyber-bullying has increased with the increased use of mobile phones and the Internet. It can be an extension of face to face bullying, with technology providing individuals with opportunities to bully or harass targets. It differs significantly from other forms of bullying: the invasion of home and personal space; the difficulty controlling electronically circulated messages; the size of the audience; and perceived anonymity. It may also involve the misuse of associated technology, e.g. as cameras or video facilities.

Cyber Bullying can be defined as:

Cyberbullying is bullying and harassment using technology. This includes trolling, mobbing, stalking, grooming or any form of abuse online. Cyberbullying is most certainly on the increase - more and more cases are being reported to our helpline by children and by extremely worried parents ([www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk))

John Watson School recognises that anyone can be affected by bullying. It may present itself as peer to peer, teacher to pupil, pupil to teacher, teacher to teacher, teacher to parent, parent to teacher; this might include leadership, governors or the wider school community.

We recognise that bullying of any sort impacts on our ability to provide an equality of opportunity and equality of experience. It is everyone's responsibility to be aware of the impact of bullying and to work actively to ensure that it does not occur within our school.

**Preventative strategies and interventions include:**

- Pupils will be provided with opportunities to express themselves and share their concerns. They will be supported to share their likes/dislikes and feelings with trusted adults daily during class time and regularly as part of PSHE/Citizenship and curriculum activities. Staff will have opportunities to share concerns through the use of 'Levels'.
- An agreed collective responsibility to address any incidents of bullying observed
- Bullying and pupil/staff wellbeing will be an item on class team agendas
- Bullying and pupil/staff wellbeing will be an item of SLT (Senior Leadership Team) agenda items
- The school council will include bullying and cyberbullying as a regular agenda item
- Parents will be encouraged to actively support the policy by providing a user-friendly version of the policy and ensuring they are aware of the steps to take to inform the school of potential bullying disclosures from their children
- Bullying and behaving kindly will be supported through use of modelling, displays and assemblies
- Opportunities to promote diversity and difference will be found through community initiatives and visitors
- The Governing body and SLT will monitor bullying via staff meetings, annual questionnaires
- Bullying will form part of the PSHE/Citizenship curriculum
- All staff will receive training on the identification, prevention and management of bullying. At the start of a new school year procedures for dealing with a bullying incident will be discussed at INSET
- The policy will be shared and discussed at team meetings

John Watson School recognises that the most effective way of preventing bullying is to create effective environments in which:

- All forms of bullying and harassment are challenged
- The contribution of all pupils and staff are valued
- All pupils and staff can feel secure and are supported to contribute appropriately
- Stereotypical views are always challenged, and pupils learn to appreciate and view differences positively in others whether arising from race, culture, gender, sexuality, ability or disability
- Pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- Pupils are supported to develop their social and emotional understanding, using individualised curriculum pathways with appropriate staffing ratios
- Pupils are encouraged to report all incidents of bullying, whenever they feel unsafe or feel others may be unsafe
- Pupils are encouraged to develop their understanding of bullying and to share their views and perspectives through Assemblies, Circle Times, School Council meetings and the use of a Talking Wall
- Where developmentally appropriate, pupils will be actively involved in exploring bullying and its impact through workshops discussing real-life scenarios which are relevant and relatable. This will involve a variety of educational opportunities, in order to provide a relevant and purposeful context to explore the issue of bullying
- All staff will respond to pupil, staff or parental concerns seriously and support using the agreed procedures
- Communication between home and school are clear and open, through the use of daily electronic diaries, end of term phone calls and/or parent/carer meetings

## Checklist for Managing Bullying Behaviours - See [link](#)

### Signs, symptoms and effects of bullying

John Watson School staff are trained to look for signs that pupils might be upset or distressed. This is inline with our Safeguarding and Child Protection Procedures. Pupils may indicate they are being bullied through changes in their behaviour. The signs and behaviours below could indicate other problems, but bullying should be considered a possibility and investigated:

- Frightened of walking to or from their taxi / Not wanting to get on their taxi
- Changes to their usual routines and behaviour
- Unwilling to go to school
- Become withdrawn, anxious, or lacking in confidence and/or is reluctant to say/share why
- Starts to stammer
- Attempts or threatens suicide
- Absconds/runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning, or feigns illness
- Comes home with clothes or belongings damaged
- Possessions are damaged or 'go missing'
- Unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say/share what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when cyber messages are received
- Loses their interest in learning activities
- Displays challenging behaviour, which could be the result of intimidation
- Becoming shy and nervous
- Taking unusual absences
- Clinging to adults

Effects can be:

- Changes in routines
- Lacking concentration
- General unexplained behaviour

### 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:
  - Diversity, tolerance and discrimination
  - Why do people bully each other?
  - What are the effects of bullying on the bullied, on bullies, and on bystanders?
  - What can we do to stop bullying?
  - How students can constructively learn to manage their relationships with others
  - The use of mobile phones and devices, including: Setting up a screen time on accounts, changing their user name to another username, making private accounts, removing and blocking accounts
  - Knowing what is appropriate to share when online and who they can talk to when things go wrong
  - What **consent** means and how this affects themselves and others

- Assemblies and themed weeks, 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 and role play is a powerful vehicle to help children be more assertive and teach them strategies to help them deal with bullying situations
- IT lessons covering e-safety and cyberbullying
- Adults model appropriate behaviour towards each other to students
- Newsletter with news and updates highlighting the topic of bullying periodically in school / the wider community
- 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

### 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
- Class discussions and activities around school and class rules
- Introducing playground improvements and initiatives, such as a buddy bench, or friendship station
- School councillors may volunteer as **mentors/buddies** to be available to support pupils with concerns, this may be with staff support where appropriate
- Using praise to reinforce good choices and behaviour by pupils, such as:
  - Certificates and/or **Star Cards**
  - Home/school diary entries
- Encouraging the whole school community to model appropriate behaviour towards one another
- Staff constantly reinforce the message to pupils that bullying is not acceptable and that it will be addressed
- Pupils 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 staff
- High level of supervision available to reduce the risk of bullying incidents at particularly vulnerable times such as lunch and break times, the beginning and end of the school day; and vulnerable areas around school
- Pupils will be encouraged to talk to staff about incidents of bullying they experience or they may be aware of
- The Student Council meets regularly where it shares students' concerns and passes them onto the teacher and Senior Leadership Team, with regular discussions on anti-bullying ideas and strategies
- An [Equality Scheme](#) is in operation in school with the aim to eliminate discrimination, advance equality of opportunity between people who share a protected characteristic and people who do not share it, foster good relationships across all characteristics and meet the individual needs of all people with both visible and hidden disabilities
- Staff use restorative approaches to help resolve issues where appropriate
- All class based staff and SLT are trained to deal with issues relating to bullying and violence

Anti-bullying information sheets for pupils - see [link](#)

Anti-bullying information sheet for parents - see [link](#)

Staff should **Level-up** concerns to their line manager (HLTA, class teacher, ELT, SLT, Governors) and/or through Records of Concern (RoCs) when this relates to a pupil. They can refer to the [Anti-bullying, harassment and discrimination policy](#).

While it is recognised that the Headteacher and Governing body have a statutory responsibility for school behaviour and discipline, all members of the school community accept collective responsibility of the successful implementation of this policy.

**Relevant JWS policies:**

[Behaviour Policy](#)

[Code of Conduct](#)

[Antibullying, Harassment and Discrimination Policy](#)

[JWS Child Protection and Safeguarding Policy](#)

[Special Educational Needs Policy \(new revised copy\)](#)

[Acceptable use of the Internet Policy](#)

[Complaints Policy](#)

[Equality Scheme](#)

[PSHE Policy \(document linked - is this correct for website\)](#)

[Positive Handling Policy](#)

[Relationships and Sex education and Health education Policy \(document linked - is this correct for website\)](#)

**Resources:**

[Preventing and tackling bullying: Advice for headteachers, staff and governing bodies](#)

[No health without mental health: implementation framework](#)

[Advice for parents and carers on cyberbullying](#)

[Cyberbullying: Advice for headteachers and school staff](#)

[Workplace Bullying and Harassment](#)

**Legislation:**

[Education and Inspections Act 2006](#)

[Children Act 1989](#)

[Equality Act 2010](#)

[SEND Code of Practice 2014](#)

**Support organisations:**

[The Anti-Bullying Alliance](#)

[National Bullying Helpline](#)

[The Diana Award](#)

[Kidscape](#)

[Restorative Justice Council](#)

[The BIG Award](#)

**Online safety:**

[Cyberbullying and children and young people with SEN and disabilities](#), [ChildNet](#), [Digizen](#), [Internet Matters](#)

[Think U Know](#), [The UK Council for Child Internet Safety \(UKCCIS\)](#), [EACH](#)

**Mental health:**

[MindEd](#), [Anna Freud National Centre for Children and Families](#)

**SEND:**

[Mencap](#), [Changing faces](#)

**Sexual harassment and sexual bullying:**

[Disrespect No Body](#), [Ending Violence Against Women and Girls \(EVAW\)](#)

**Race, religion and nationality:**

[Anne Frank Trust](#), [Educate Against Hate](#), [Show Racism the Red Card](#), [Kick It Out](#), [Tell MAMA](#)

**LGBT:**

[Barnardos](#), [The Proud Trust](#), [Metro Charity](#), [Schools Out](#), [Stonewall](#)