

Anti-Bullying Policy

Ashley Junior School



Approved by:	Curriculum, Standards & Welfare Committee	Date: 16.01.2019
---------------------	---	-------------------------

Last reviewed on:	20.01.21
--------------------------	----------

Next review due by:	January 2022
----------------------------	--------------

Rationale

Ashley Junior School is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Mission Statement

It is a primary aim of Ashley Junior School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy supports the community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this policy consistently. We aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

This policy has been developed through consultation which involved all members of the school community – children, parents and carers and all school staff.

Principles:

- Bullying is wrong – everyone has the right to feel safe from intimidation
- Bullying prevents people doing their best
- There is no such thing as a typical bully. Bullies may be aggressive and uncooperative in lessons, but this is not necessarily the case. Both boys and girls can bully members of the opposite gender. Bullies do, however, tend to have low self- esteem.
- If bullying is reported the victim has the right to expect something to be done about it.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It puts them under stress and makes them unhappy. It is intimidating and can take different forms.

Forms of Bullying

- Physical:
 - hitting, kicking, scratching, hair pulling, pushing or spitting at another pupil.
- Verbal:
 - Using offensive names when addressing another pupil.
 - Teasing or spreading rumours about another pupil or his/her family.
 - Belittling another pupil's abilities and achievements.
 - Writing offensive notes or graffiti about another pupil.
 - Ridiculing another pupil's appearance, way of speaking or personal mannerisms.
- Exclusion:
 - Excluding another pupil from a group activity.
 - Turning friends against a pupil.
- Cyber:
 - Misusing technology to hurt or humiliate another person – such as malicious communication through text messages or via the internet.
- Interfering with another pupil's property by stealing, hiding or damaging it.

Prejudice Based Abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity

- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred

As a school we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- dealing with perpetrators of prejudice based abuse effectively
- supporting victims of prejudice based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

Participation and Consultation Process

To gather data and to enable participation from stakeholders we will:

- Raise awareness through the PSHE curriculum, regular circle time and anti-bullying week activities
- Analyse questionnaires completed by pupils, parents and school staff
- Obtain the views of elected student representatives – Well-being pupil voice group
- Seek the views of parents at consultation evenings

Responsibilities of all Stakeholders

The Responsibilities of Staff

Our staff will

- Foster in our pupils self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling an adult about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.

- Report suspected cases of bullying to senior leadership team and record incidents on CPOMS
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their class teacher, and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying, and reassuring them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth and point out the implications of bullying both for the children who are bullied and for the bullies themselves.

The Responsibility of All

Everyone should:

- Work together to combat and, hopefully, in time, to eradicate bullying.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

As stated in our Behaviour Policy, staff have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it should be investigated and acted on. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Our Behaviour Policy highlights that staff are able to search pupils and their belongings if the circumstances warrant it. If necessary, staff can delete inappropriate images (or files) on electronic devices, including mobile phones and challenge cyber-bullying.

Monitoring, evaluation and review:

This policy will be monitored by **The School Leadership Team, The Well-being Group and The Curriculum, Standards and Welfare Committee**

Approved FGB

20th January 2021