SJS Anti-Bullying Policy

1. Introduction

1.1	At Sitwell Junior school, we believe 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.
1.2	These strategies, such as learning about acceptance and difference as part of the school's curriculum, aim to promote an inclusive, and supportive ethos at the school.
1.3	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 **Behaviour Policy**, which is communicated to all pupils, school staff and parents.
1.4	All staff, parents and pupils work together to prevent and reduce any instances of bullying and there is a zero-tolerance approach towards bullying at the school.
1.5	This policy should be read in conjunction with Sitwell Junior School's Behaviour Policy.

2. Definition

2.1	Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.	
2.2	Bullying is generally characterised by:	
	2.2.1	**Repetition**: Incidents are not one-offs; they are frequent and happen over a period of time.
	2.2.2	**Intent**: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
	2.2.3	**Targeting**: Bullying is generally targeted at a specific individual or group.

	2.2.4	**Power imbalance**: Whether real or perceived, bullying is generally based on unequal power relations.
2.3	Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of:	
	2.3.1	Race
	2.3.2	Religion
	2.3.3	Gender
	2.3.4	Sexual orientation
	2.3.5	Special educational needs or disabilities
	2.3.6	A child being adopted
	2.3.7	A child in care
	2.3.8	A child who has caring responsibilities

3. Vulnerable Pupils		
3.1	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.	
3.2	Vulnerable pupils may include, but are not limited to:	
	3.2.1	Pupils with SEND
	3.2.2	Pupils who are adopted
	3.3.3	Pupils suffering from a health problem
	3.3.4	Pupils with caring responsibilities
	3.3.5	Pupils who are in care

4. Types of Bullying	
4.1	Many kinds of behaviour can be considered bullying and can be related to almost anything.
4.2	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.

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4.3	Bullying is acted out through the following mediums:	
	4.3.1	Verbally
	4.3.2	Physically
	4.3.3	Emotionally
	4.3.4	Online (Cyber)
4.4	**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.	
4.5	**Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.	
4.6	**Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.	
4.7	**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.	
4.8	**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.	
4.9	**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.	
4.10	**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.	
4.11	**Cyber-bullying:** The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessible as people forward content at a click.	
	4.11.1	The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in the appendix of this policy if they become aware of any incidents.

	4.11.2	In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobile 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.
	4.11.3	If an electronic device is seized by a member of staff, and there is reasonable ground 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.
	4.11.4	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.

5. Signs of Bullying

5.1	We recognise that many young people may be frightened or reluctant to inform an adult if they are being bullied.	
5.2	Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:	
	5.2.1	Being frightened to travel to or from school
	5.2.2	Unwillingness to attend school
	5.2.3	Becoming anxious or lacking confidence
	5.2.4	Saying that they feel ill in the morning
	5.2.5	Decreased involvement in school work
	5.2.6	Returning home with torn clothes or damaged possessions
	5.2.7	Missing possessions
	5.2.8	Asking for extra money or stealing
	5.2.9	Cuts or bruises
	5.2.10	Lack of appetite
	5.2.11	Unwillingness to use the internet or mobile devices
	5.2.12	Becoming short tempered

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	5.2.13	Change in behaviour and attitude at home
5.3		If a staff member notices a persistent deterioration in a young person's behaviour or mood they should discuss this with the Class Teacher or Learning Mentor and/or have a word with the pupil in private asking whether anything is troubling them.
5.4		Parents are encouraged to discuss concerns about a pupil's well-being with their Class Teacher as soon as possible.

6. Anti-Bullying Strategy Aims

6.1		At Sitwell Junior School, we endeavour:
	6.1.1	To ensure all staff, the governing body, pupils and parents have an understanding of bullying and its consequences; and the knowledge that it is not acceptable at Sitwell Junior School.
	6.1.2	To create an atmosphere of trust between staff and pupils where pupils feel they are listened to and are willing to tell an adult if they are being bullied.
	6.1.3	To ensure that there are clear procedures and systems for reporting and recording bullying, which are understood and followed by all staff.
	6.1.4	To closely monitor pupils who have reported bullying.
	6.1.5	To ensure pupils and staff learn to keep themselves and others safe.
	6.1.6	To teach pupils to respect the differences between groups of people within the school community.
	6.1.7	To offer support and education to those pupils who are both the victims and perpetrators of bullying, providing them with a range of strategies which they can use if they are at risk of bullying others or are being bullied themselves.
	6.1.8	To encourage 'bystanders' to bullying incidents (adults and children) both to intervene when appropriate to stop the incident and to report it to the pupil's Class Teacher/appropriate staff member so that action can be taken.
	6.1.9	To support and train all staff members in identifying bullying incidents and in dealing with them confidently and effectively.

7. Monitoring and Review

7.1	This policy will be reviewed on an annual basis by the SLT in collaboration with all staff.
7.2	After review, this policy will be approved by the school's Governing Body
7.3	The next scheduled review date for this policy is June 2022.

Policy Review	Bi - Annual
Policy to be approved by	School Governing Body
Date of Review	June 2021
Approved by Chair of Governing Body	Peter Sheldon
Next Review	June 2023
Lead Professional	Sarah Walker, Deputy Headteacher
Communication	Via HR System

Appendix 1 – Roles and Responsibilities		
1.1	The **Governing Board** is responsible for:	
	1.1.1	Evaluating and reviewing this policy to ensure that it is not discriminatory.
	1.1.2	The overall implementation of this policy.
	1.1.3	Ensuring that the school adopts an accepting and open-minded policy towards difference.
	1.1.4	Ensuring the school is inclusive.
	1.1.5	Analysing any bullying data to establish patterns and reviewing this policy in light of these.
1.2	The **Senior Leadership Team** are responsible for:	
	1.2.1	Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
	1.2.2	Analysing the data in CPOMS to identify any trends, so that appropriate measures to tackle them can be implemented.
	1.2.3	Arranging appropriate training for staff members.
1.3	**Year Group Leads** are responsible for:	
	1.3.1	Corresponding and meeting with parents where necessary.
	1.3.2	Providing a point of contact for pupils and parents, when more serious bullying incidents occur.
1.4	**Class Teachers** are responsible for:	
	1.4.1	Being alert to social dynamics in their class.
	1.4.2	Being available for pupils who wish to report bullying.
	1.4.3	Providing follow-up support after bullying incidents.
	1.4.4	Refraining from gender stereotyping when dealing with bullying.
	1.4.5	Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
	1.4.6	Reporting any instances of bullying once they have been approached by a pupil for support

1.5	**Learning Mentors** are responsible for:	
	1.5.1	Monitoring records of bullying and analysing bullying incidents of all types and reporting to SLT.
	1.5.2	Offering emotional support to victims of bullying.
	1.5.3	Alerting the relevant **Class Teachers** regarding any incidents of bullying
1.6	**Parents** are responsible for:	
	1.6.1	Informing their child's **Class Teacher** if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
	1.6.2	Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
1.7	**Pupils** are responsible for:	
	1.7.1	Informing a member of staff if they witness bullying or are a victim of bullying.
	1.7.2	Not making counter-threats if they are victims of bullying.
	1.7.3	Walking away from dangerous situations and avoiding involving other pupils in incidents.
	1.7.4	Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

Appendix 2 – Preventing Bullying

2.1	Through its Behaviour Policy and 3 Rules (Ready, Respectful, Safe) the school clearly communicates a whole-school commitment to promoting positive relationships and preventing incidents that may lead to bullying.
2.2	All reported ~~or investigated~~ instances of bullying will be investigated by a member of staff.
2.3	Staff will encourage pupil cooperation and the development of interpersonal skills using group and paired work.
2.4	All types of bullying will be discussed as part of the curriculum.
2.5	Diversity, difference and respect for others is promoted and celebrated through various lessons.
2.6	Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

2.7	All members of the school are made aware of this policy and their responsibilities in relation to it.
2.8	All staff members receive training on identifying and dealing with the different types of bullying.
2.9	Learning Mentors are readily available for pupils who need someone to talk to.
2.10	Pupils deemed vulnerable, as defined in section 3 will meet with a Learning Mentor at least once per week to ensure any problems can be actioned quickly.
2.11	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.
2.12	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.

Appendix 3 – Dealing with bullying incidents/allegations
Where a pupil reports/alleges a bullying incident to an adult, or an adult witnesses an incident, the following are agreed procedures:

3.1	Staff will prioritise ensuring the immediate safety of all other pupils, staff and property. In exceptional circumstances, where there is a risk of injury to an individual, a member of staff may physically intervene following the school's behaviour policy on Positive Handling.
3.2	Any injured pupil or member of staff will receive appropriate medical attention as soon as is practicable.
3.3	Staff will inform the appropriate staff members (Class teacher, Member of SLT, Learning Mentor) as soon as possible.
3.4	Member of SLT, Class Teacher or Learning Mentor will interview both the target(s) and bullying pupil(s) separately and in private to establish the facts without apportioning blame.
3.5	A decision will be taken regarding whether to contact the parents of both the target(s) and bullying pupil(s). Senior members of staff will inform the victim's parents if there is any injury or the young person is at risk of significant harm.
3.6	Incidents will be recorded on CPOMS.
3.7	Appropriate sanctions and support will be discussed and agreed upon. The Learning Mentor will take the targeted pupil's wishes into account when deciding how to deal with the bullying pupil, but incidents will always be dealt with in line with the school

	behaviour policy. The incident will be recorded onto CPOMS and relevant members of staff alerted.
3.8	Both the targeted pupil and the perpetrator will be offered the opportunity to meet and talk about their experiences.
3.9	After initial investigation by relevant staff, if the incident is deemed to be bullying under the definitions above, the pupils will be informed that notes will be taken of the conversation and both will agree at the end that what has been written is a true record. Confidentiality will not be promised.
3.10	Staff will listen carefully and objectively to the pupil's account. The pupil(s) will be encouraged to share what they are feeling.
3.11	Staff will ascertain who has been involved, including bystanders.
3.12	Staff may offer coping/preventative strategies/pastoral support if appropriate.

Appendix 4 – Sanctions and interventions for the bullying pupil(s)		
4.1	Research suggests that encouraging the bullying pupil(s) to think about how the target(s) of bullying is feeling raises their awareness of the pain they are causing and can bring about a positive change in their behaviour. Pupils are more likely to show empathy if they receive empathy.	
4.2	In line with the school's behaviour policy, the member of staff dealing with the incident will undertake a restorative conversation with the bullying pupil(s). The following questions/discussions may form part of that conversation:	
	4.2.1	Bullying is breaking the rule of being Respectful/Safe.
	4.2.2	How do you think …….. is feeling now?
	4.2.3	What could you do to make ……. feel better now?
	4.2.4	The situation will be monitored and further consequences may be put in place, for example: - Sanctions outlined in the behaviour policy - Internal exclusions for a day if premeditated/deliberate - Fixed term exclusion if physical violence, cruel or no remorse
4.3	Any targeted pupils, or the perpetrator, will be given support, as required, through the Learning Mentors and the following interventions may be put in place:	
	4.3.1	Timetabled 1:1 pastoral support sessions with a Learning Mentor
	4.3.2	Playtime buddy system

	4.3.3	Circle of Friends

Appendix 5 – Education

Pupils will be given the opportunity to increase their awareness of both the effects and consequences of bullying through some or all of the following:

5.1	PSHE Curriculum
5.2	Assemblies
5.3	Philosophy for Children (P4C) sessions
5.4	A consistent approach to the Sitwell 7 Values (Respect, Responsibility, Relationships, Resourcefulness, Reflection, Resilience, Risk-taking)
5.5	Anti-bullying week activities
5.6	A consistent application of the Behaviour Policy

Appendix 6 – Further Sources of Information

For further information, please click on the following links:

6.1	**Specialist Organisations** The Anti-bullying Alliance (ABA)
6.2	**Cyberbullying and Online Safety** DfE Advice for parents and carers on cyberbullying DfE Advice for headteachers and school staff on cyberbullying Rotherham e-safety website (Rotherham POWER) UK Safer Internet Centre
6.3	**Mental Health** MindEd
6.4	**Race, religion and nationality** Kick it Out