



LEICESTER GRAMMAR JUNIOR SCHOOL

POLICY AND PROCEDURES ON ANTI-BULLYING

This is one of the policies concerned with pastoral care. It should be read with regard to the policies on equal opportunities, safeguarding, pastoral care, social media and phones and pupil behaviour. It should also be read in line with the Prevent Duty.

It is a whole school policy and as such refers to the EYFS.

This policy has been written with regard to the Equality Act 2010 and the guidance given in the DfE guidance: "Preventing and Tackling Bullying" (Updated July 2017)

Introduction

Civilised behaviour and consideration for others are the central principles of the school's behaviour policy. Common sense will usually enable every pupil to bring credit to him/herself and to the school. Pupils learn best in a safe and calm environment that is free from disruption in which education is the primary focus.

There will be specific announcements from time to time about behaviour in Assembly and guidance will be given in class to ensure that everyone is aware of school expectations. Anti-social behaviour takes various forms; one of these being "bullying".

Any form of bullying is totally unacceptable and is not tolerated at Leicester Grammar Junior School. We should all make every effort to prevent it occurring. Those being bullied should be given the help and support that they need. Those doing the bullying must be reprimanded, but it should be recognised that they are also in need of help. All members of the school community should treat each other with courtesy, care and consideration.

As a school we support and promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This is in line with the Prevent Duty (2015).

This policy is available to parents via the school website

What is Bullying?

Bullying is defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation or a disability or special educational needs

The Anti Bullying Alliance defines bullying as:

“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying is:

- designed to lower self-esteem of an individual
- attention seeking
- a quest for superiority
- social exclusion of an individual
- intimidation of a person or persons

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically and emotionally and cause psychological damage and at its worst may result in pupil suicide.

Often at the mildest level the person(s) responsible see their behaviour as harmless, and are unaware of the hurt and damage being caused. At the most serious level there is malice intended. In most cases at primary level, bullying is not an appropriate term to apply to rough-and-tumble behaviour in the playground.

Vulnerable students and Special Educational Needs (SEN)

The school considers the special educational needs and vulnerabilities of our pupils when considering anti-bullying measures. Some students are particularly vulnerable and may be severely affected by bullying, such as those with special educational needs and/or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis or suffering from health or fitness problems. Students in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they are socially isolated. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyber bullying. Therefore, counselling and education on E safety may be helpful.

Signs of Bullying

A pupil who is being bullied may keep the matter secret. However the following changes in behaviour may indicate that the pupil is under stress:

- Unexplainable injuries (this issue must be dealt with very carefully by staff who should always seek the advice of the Headteacher, Deputy Head Pastoral/Head of Infants. It may be necessary to consider abuse outside school as a possible cause. Staff should consider their obligations under the Children Act)
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

On their own these signs may be caused by another reason, trivial or serious. Staff should be aware that bullying might be one of the causes. A quiet enquiry at the end of the lesson to check that there is no problem might encourage a pupil to speak of his/her problems.

The Role of Staff

It is the role of all staff to prevent over-exuberance and to intervene, where appropriate, by making the children aware of what is acceptable behaviour. All signs of bullying must be stopped as soon as possible along with a firm reminder that such acts are not acceptable. Incidents must be recorded and an appropriate follow up procedure must be implemented.

Frequently the target of bullying will fear for reprisals if the matter is to be dealt with officially, and will need reassurance and support from staff on that point. Whatever the degree of seriousness, the operating principle in handling the situation is to bring matters into the open so that all parties concerned (pupils, staff and parents) are quite clear about what has happened and how the school regards it

Following an incident of bullying or alleged bullying staff must monitor future relationships and record any concerns in the pupil record folder.

All staff should encourage a culture where each individual has responsibility for the care and well-being of others.

Staff must be aware that teasing may encourage pupils to go further and overstep the boundary. Teasing is, therefore, not acceptable.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern where there is "reasonable cause to suspect that the child is suffering, or is likely to suffer significant harm". Where this is the case, the school staff should deal with it in line the safeguarding procedures outlined in the Safeguarding Policy.

Procedures for Dealing With Bullying

An atmosphere of trust should exist between pupils and staff to enable pupils to voice their fears, either for themselves, or for their class-mates. When a pupil claims that bullying has occurred, the claim must always be taken seriously and never ridiculed or ignored. It should be made clear to the pupil that the allegation is a serious one. Appropriate action should be swift and sensitive.

Where possible immediate action should be taken to relieve the situation, e.g. moving his/her seat in the classroom, minimising the contact between conflicting pupils.

A written record should always be kept of the allegation and outcome in the pupil's file on SIMS. The Deputy Head Pastoral should be informed of any allegation of bullying and this should be recorded on the bullying log. The Headteacher should also be informed of any incidents of bullying. The bullying log will include the names of all pupils included, the nature of the incident and any actions and outcomes, including changes to policies or procedures. The log allows pupils to be tracked, data to be analysed and trends to be identified.

Bullying incidents should be dealt with on an individual basis. The following procedure is designed to serve as a guide.

- The nature of the incident as observed/reported to/by the teacher/ responsible adult must be relayed to the class-teacher and be recorded in writing.
- A discussion should take place between the pupils involved in the incident including at least one appropriate member of staff. (Appropriate staff are the member(s) of staff who witnessed the incident or to whom an incident has been reported, the teacher of the target and/or instigator, the Headteacher, the Deputy Head) Statements may be taken from the pupils involved and from any witnesses. Written records may be taken at any stage.
- The class teacher will gather facts and establish what has happened
- The Headteacher must be informed if there is evidence of bullying
- The Headteacher will alert *all* staff and ask them to give an in-put and to collect evidence.
- The parents of both parties will be informed regarding the situation and will be invited to meet with the Headteacher (and staff if appropriate) to discuss the matter fully. *(The regularity of occurrence and the precise nature of the matter must be clearly in evidence and emotive terminology is to be avoided.)*
- Following discussion the judgement regarding what has happened would be made and the Headteacher and/or members of SLT will judge whether bullying has taken place. This will take place prior to a meeting with parents. The incident will be recorded together with the sanctions taken. These sanctions range from loss of House Points, loss of play-time privileges, removal of House captaincy or similar status through to exclusion for a period deemed appropriate to the seriousness of the incident. The consequences of bullying reflect the seriousness of the incident so that others can see that bullying is unacceptable.

- The situation will be reviewed as necessary to ensure that the bullying has stopped.

Serious Cases of Bullying

In serious cases the Headteacher may decide to suspend the instigator or in the most serious and persistent case remove him/her from the school permanently. Every effort will be made to include parents of both target and the instigator in discussions, as appropriate, before any final decisions are taken. However, the Headteacher reserves the right to respond quickly to serious situations.

Specific organisations which deal with certain forms of bullying may be used to help with particular problems. The school may also work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

Parents may be informed either formally by letter, or informally by telephone as deemed appropriate by the Head.

Bullying outside the School Premises

Teachers 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, such as on school or public transport, or in the town or village centre. Where bullying outside the school is reported to school staff, it should be investigated and acted on.

Curriculum

Positive relationships between pupils are taught across the school from age 3 to 11. Success is celebrated to create a positive ethos around the school. All pupils understand the school's approach and are clear about the part they play to prevent bullying, including when they find themselves as bystanders.

Differences between people which could motivate bullying, are openly discussed; such as religion, ethnicity, gender etc.

There is a weekly R Time programme which teaches pupils to value and respect others. The teacher may adapt the structured programme to address issues pertinent to their class. Positive behaviour is also taught through assemblies, literature, drama and theatrical performances and the PHSE programme.

Behaviour of Staff Towards Pupils

It should be recognised that the behaviour of staff towards pupils may be seen as bullying.

This may be where staff are over-zealous in carrying out their duties but the consequences are very distressing for a pupil. Staff should aim to treat pupils with courtesy at all times, acting in a manner which reflects a real care for their welfare. There will be occasions when staff have to make pupils clearly aware of the unsatisfactory nature of their behaviour, and apply sanctions where appropriate, but in all cases they should aim to avoid lowering the self-

esteem of the pupil in doing so. It is unacceptable for a member of staff to act aggressively towards a pupil.

Allegations of bullying by staff will be investigated by the Headteacher and appropriate action taken.

Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email

This is covered in detail in the Policy on Acceptable Use of Information Technology and in the safeguarding Policy. Please refer to these policies.