



William Barcroft Anti-Bullying Policy

William Barcroft Junior School

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Rationale

Overall Summary:

William Barcroft Junior School is committed to the provision of a safe, secure and positive environment for all our children in which everyone is valued and respected. The prevention and effective management of aggressive behaviour, bullying and intimidation are part of that commitment within a system that respects fully the rights of children and adults to grow and develop free from fear and discrimination. The harmful effect that bullying can have on educational performance is also recognised.

This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines a number of 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 Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at William Barcroft Junior School.

Legal Framework

Overall Summary:

This policy has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2006
- The Education Regulations 2014
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- Working together to safeguard children
- Keeping children safe in education

This policy has been written in accordance with DfE advice, including, but not limited to:

- DfE 'Preventing and tackling bullying' (2017)

This policy will be implemented in conjunction with the school's:

- Behavioural Policy
- E-safety Policy / Cyber Bullying

What is Bullying?

Overall Summary:

Bullying is the use of repeated actions (physical, verbal and emotional) by an individual or a group with the intention of hurting any person and which results in pain and distress to the victim. This is deliberate, intentional and sustained over a period of time. Bullying can take many different forms in a school but the main types which are prevalent in schools and workplaces are:

The key factors in defining bullying are as follows:

- When one or more people physically, emotionally or psychologically cause hurt and harm to a person who is in a weaker position
- Bullying is characterised by repeat behaviour often a series of different incidents over a period of time
- It is also symptomatic of a power imbalance between the person(s) doing the bullying and the person(s) being bullied.

Types of Bullying

Overall Summary:

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

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.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

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.

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.

Signs of Bullying

Overall Summary:

Some of the signs that a pupil may be a victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Statutory Implications

Overall Summary:

The school understands that, under the Equality Act 2010, it has a responsibility to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

The National Association of Principals has guidelines that recommend Principals must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the Principal understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

Prevention

Overall Summary:

- The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- All reported or witnessed instances of bullying in the school are investigated by a member of staff.
- Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
- All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.
- Seating arrangements in class will be changed and organised in a way that prevents instances of bullying.
- Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- All members of the school community are made aware of the school's Anti-bullying Policy.
- All staff members receive training on identifying and dealing with the different types of bullying.
- A safe, supervised place is available for pupils to go to at lunch if they are involved in conflict with their peers, or wish to avoid a bully.
- Pupils deemed vulnerable, will meet with their year group learning mentor weekly to ensure any problems can be actioned quickly.
- All staff will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

Principals and Procedures

Overall Summary:

- Prevention is at the forefront of the school's Anti-bullying Policy.
- Staff treat reports of bullying very seriously.
- Staff do not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- Staff take action immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- Staff always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless it is in a setting that the victim has given consent to. If the member of staff believes the pupil is in serious danger, e.g. of being hurt, they will inform the designated safeguarding lead immediately.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

Minor incidents are reported to a member of staff who will investigate the incident, record it on CPOMS and appropriate action and sanctions are then put into place. Both sets of parents are notified of the incident.

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to the school nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Roles and Responsibilities

Overall
Summary:

The role of Governors

The Governing body supports the Principal in the employment of anti-bullying strategies.

This policy statement makes it very clear that the governing body does not condone any form of bullying in the community of our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the Principal to keep accurate records of any incidents of bullying, particularly those that are racially motivated, together with the action taken.

The Principal retains responsibility for reviewing the effectiveness of anti-bullying strategies and together with the Governors, reviews this policy on an annual basis. The governing body evaluates and reviews this policy to ensure that it is non-discriminatory.

Where a parent is unhappy with the action taken by the Principal in response to a bullying incident, they have the right to make a formal complaint to the governing body. The Governing body should respond to any formal complaint within ten days and must notify the Principal of the need to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Principal

It is the responsibility of the Principal to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying.

The Principal has the primary responsibility for ensuring that children know that bullying is wrong and that it will not be tolerated in school. This is undertaken in a variety of ways, including through whole school assemblies, RE / PSHCE lessons and when dealing with specific incidences of inappropriate behaviour.

The Principal has specific responsibility for developing a school climate of mutual support and praise, thus making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Principal reviews and amends this policy, taking into account new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.

A log is kept of all reported incidents on CPOMS, including which type of bullying has occurred, to allow for proper analysis of the data collected.

The Principal will analyse the data on CPOMS at regular intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.

The Principal arranges appropriate training for staff members.

Informal communications between staff and with parents are undertaken immediately a bullying issues arises. Where appropriate this is shared with other members of staff via staff meetings, emails or recording on the CPOMS system and ways of addressing individual problems are discussed.

The role of All Staff members

We have a collective responsibility for discouraging and responding to any incidences of bullying.

If members of staff witness an act of bullying, or are alerted to possible bullying situations, particularly exclusion from friendship groups, they must support the children involved following discipline and behaviour procedures and may involve the learning mentors or a Senior Member of staff to provide support or appropriate sanctions.

All staff must follow the agreed the school's Behaviour policy when disciplining children for bullying. This includes making a written record of the circumstances associated with any incidence on CPOMS. This information is subsequently shared with the parents of both the perpetrator and the victim of any bullying.

Teachers support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent bullying from occurring. Teachers are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.

All members of staff will ensure that they avoid gender stereotyping when dealing with bullying.

The role of Parents

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school immediately.

The home school agreement provides a clear outline for parents to encourage their children to be a positive member of the school.

Teachers are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.

Sanctions

Overall Summary:

- If the member of staff is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- The member of the learning mentor team / SLT informs the pupil of the type of sanction to be used in this instance and future sanctions if the bullying continues.
- If possible, the staff member who has dealt with the incident will attempt reconciliation and will obtain a genuine apology from the bully. This will either be face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.
- The perpetrator is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour through a restorative approach.
- Parents/carers are informed of bullying incidents and what action is being taken.
- A member of SLT informally monitors the pupils involved over the next half-term through regular check-ins

Support

Overall Summary:

The teacher informally checks whether the bullying has stopped on a weekly basis for a month after the initial complaint of bullying.

If necessary, group dynamics are broken up by members of staff by assigning places in classes.

The victim is encouraged to tell a trusted adult in school if bullying is repeated.

The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with a learning mentor or member of SLT
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers

Bullying outside of School

Overall
Summary:

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

The Principal has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Principal the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

The Principal is responsible for determining whether it is appropriate to notify the police or the whether it should be dealt with within school of the action taken against a pupil.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Monitoring and Review

Overall Summary:

This policy is reviewed every year by the Principal and the designated safeguarding lead and then shared with governors.

The scheduled review date for this policy is March 2022

Links to other policies

Overall Summary:

[William Barcroft Junior School's - E-Safety Policy](#)

[William Barcroft Junior School's - Behaviour Policy](#)