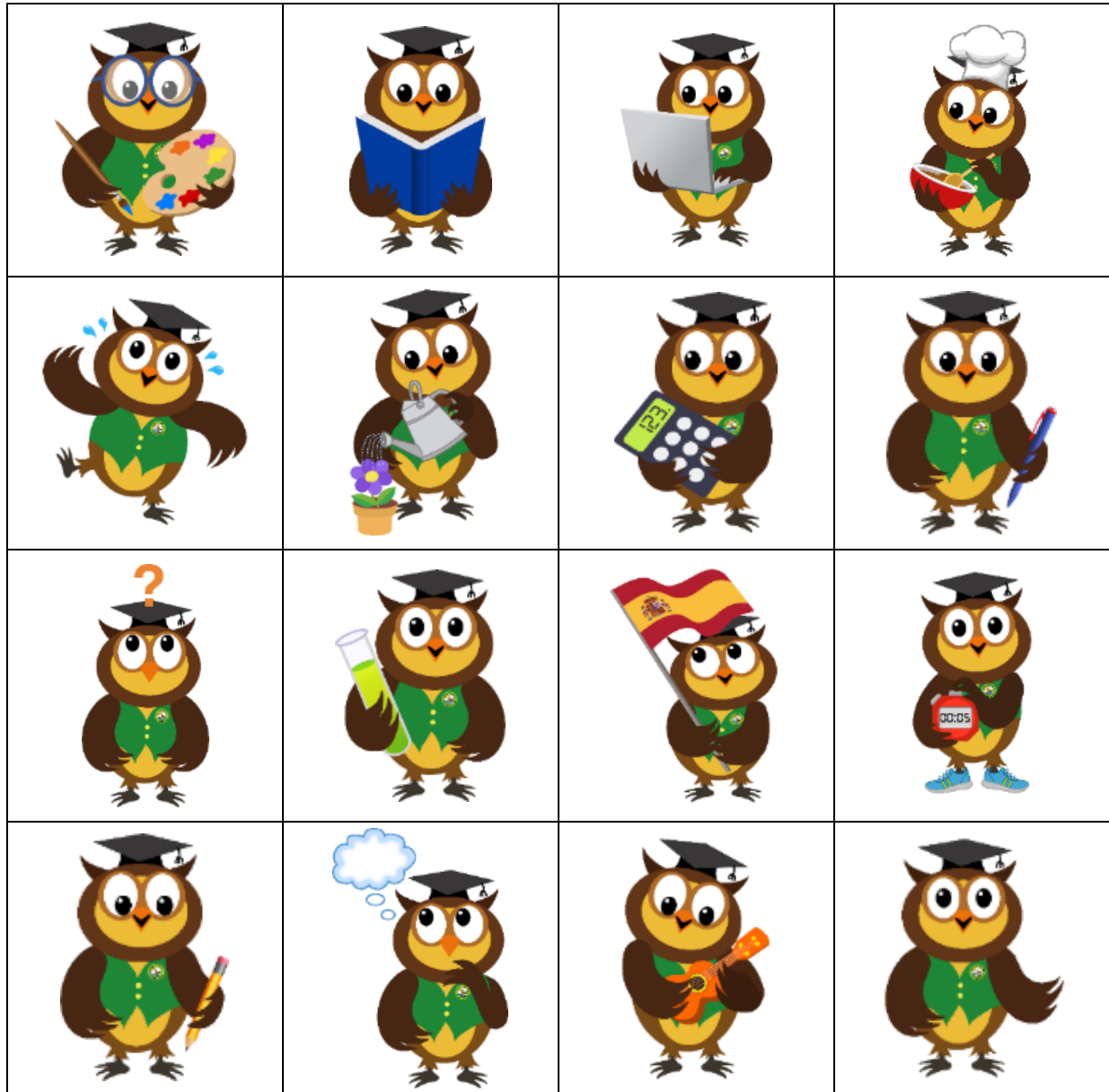


# Sawley Junior School



## Anti-Bullying Policy

Version: September 2022



VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
v.1	Oct 2018	AB	Version Control sheet added
v.2	SEPT 2021	AB	Updated
v.3	SEPT 2022	AB	Reviewed & Updated Policy Updated and changes made to align to KCSIE 2022 Governor approval 29.9.2022

This policy outlines what Sawley Junior School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

### **Our School Community:**

- Reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

### **Definition of Bullying**

Bullying is “Behaviour by an individual or group usually repeated over time that intentionally hurts another individual either physically or emotionally”

[\(DfE 2017 Advice: Preventing and tackling bullying\)](#)

Bullying can include: name calling, taunting, mocking making offensive comments, kicking, hitting, and taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same inappropriate and harmful behaviours expressed via digital devices

(cyberbullying) This can include sending offensive, upsetting and inappropriate messages by phone, text, Instant Messenger, through gaming, websites and social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of child on child abuse and can be emotionally abusive, it can cause severe and adverse effects on children’s emotional development.

### **Forms of Bullying Covered by this Policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic, biphobic, transphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – cyberbullying.

## Types of Bullying

<b>Emotional</b>	Being unfriendly, the use of words to mock, shock, tease, or ostracise another person.
<b>Physical</b>	Pushing, kicking, hitting, punching or any use of violence
<b>Sexual</b>	Unwanted physical contact, inappropriate touching, sexually abusive comments or exposure to inappropriate films.
<b>Verbal</b>	Name calling, sarcasm, spreading rumours, teasing
<b>Cyber</b>	All areas of internet such as email and internet chat room misuse, mobile telephone threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.
<b>Indirect</b>	Can include the exploitation of others

## Why is it important to respond to Bullying?

Bullying hurts.

No one deserves to be a victim of bullying.

Everybody has the right to be treated with respect.

Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

## Preventing, Identifying and Responding to Bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).

- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly

### **Involvement of Pupils**

We will:

- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

### **Liaison with Parents and Carers**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

### **Supporting Pupils**

**Pupils who have been bullied will be supported by:**

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.

- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services.

**Pupils who have perpetrated the bullying (or have been bystanders to an incident) will be helped by:**

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and suspension or permanent exclusion.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services.

At Sawley Junior School we also recognise that bullying of staff and parents, whether by pupils, parents or other staff members is also unacceptable and any adult who has been affected by bullying or who has been the perpetrator will also be supported.

### **Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding and Child Protection Policy
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and Computing
- Mobile phone and social media policies
- Searching and confiscation

### **Links to Legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

## Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: **Jon Hemsley**

The named member of staff with lead responsibility for this policy is: **Alison Burton**

## Supporting Organisations and Guidance

Note: additional links can be found in:

- DfE: [Preventing and Tackling Bullying](#). Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” 2017

### **General:**

- Anti-Bullying Alliance: <http://www.anti-bullyingalliance.org.uk/>
- Childline: <https://www.childline.org.uk/>
- DfE: “No health without mental health”:  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Family Lives: <http://www.familylives.org.uk>
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: <https://www.bullyinginterventiongroup.org/>
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **SEND:**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- [Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:](#)

### **Cyberbullying:**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [The UK Council for Internet Safety \(UKCIS\)](http://www.thinkuknow.co.uk)

### **Race, religion and nationality:**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Racism the Red Card: <https://www.theredcard.org/educational>
- Tell Mama: <https://tellmamauk.org/>

### **Hate:**

- Stop Hate: <https://www.stophateuk.org/>
- Educate against Hate: <https://www.educateagainsthate.com/>

### **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Barnardos: <https://www.barnardos.org.uk/what-we-do/supporting-young-people/lgbtq>
- Metro Charity: <https://metrocharity.org.uk/>
- Proud Trust: <https://www.theproudtrust.org/>
- Stonewall: <https://www.stonewall.org.uk>

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW): <https://www.endviolenceagainstwomen.org.uk/>
- Ending Violence Against Women and Girls (EVAW): [Guides for Schools](#)
- Disrespect Nobody Campaign: <https://www.gov.uk/government/collections/disrespectnobody-campaign>
- Anti-bullying Alliance: [advice for school staff and professionals about developing effective antibullying practice in relation to sexual bullying](#)