



Policy for

Anti - Bullying

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Anti – Bullying Policy 2018

This Policy should be read alongside the Jewell Academy Behaviour Policy, Home-School Agreement, Staff handbook, PSHE and Safeguarding policies.

Introduction

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups ...actual... or perceived differences.” From Preventing and tackling bullying (Oct 2014).

Remember **STOP** - Bullying is **Several Times On Purpose**

Jewell Academy’s Response to Bullying:

Children have a right to learn and play in an atmosphere free from fear and intimidation. Jewell Academy does not permit or tolerate bullying of any kind.

As part of the school ethos, all efforts are made to enhance the self-esteem, confidence and social functioning of every child, using a variety of techniques, strategies, teaching and learning styles. All staff endeavour to offer respect and recognition to each individual child. Children need to be treated with consideration and respect if they are to respect and be considerate towards others. Teachers and support staff are powerful role models.

Prevention is better than cure and this is especially the case with bullying. The academy takes every possible step to prevent bullying from even starting through assemblies, PSHE Lessons, and the use of the academy Behaviour Policy. The role of PSHE in the curriculum is paramount, either treated as a cross-curricular thread or discreet area. It is of vital importance in helping the children get to grips with a variety of social problems they can or do face, through discussion and role play. Bullying will be part of a topic that is revisited regularly.

Children are actively encouraged to talk about bullying, not only in the classroom, but on an individual basis. They are told that it is okay to tell someone they trust. This doesn’t have to be somebody necessarily in academy but someone who the child feels he or she trusts, e.g. Parents. It is the teacher’s job to listen to and believe victims and/or their parents in confidence.

Every effort is made to ensure that the playground is as stimulating as possible, offering a variety of play opportunities and structured supervision of high-risk areas, such as the “corners” of the playground. Continual professional development is offered to all staff in the area of preventing and tackling bullying as well as the planning and delivery of playground games and supervision.

Staff and pupils receive the clear and consistent message that any form of harassment, victimisation or bullying will not be tolerated in the academy community. Staff must never ignore or dismiss as “oversensitive” the victim’s experiences of the above as to do so to fail them educationally and to condone, by implication, their attitudes and behaviour.

What kinds of behaviour count as bullying?

Any targeted, consistent and sustained behaviour by an individual or group which deliberately or thoughtlessly makes another person (or group) feel uncomfortable, inferior or isolated, which includes:

- Physical bullying – pushing, kicking, hitting, pinching or any other form of violence or threats.

- Verbal bullying – name-calling, sarcasm, spreading rumours and persistent teasing
- Derogatory name calling, insults and/or offensive jokes.
- Offensive or derogatory graffiti.
- Provocative behaviour.
- Spreading rumours or malicious gossip to colleagues or parents.
- Emotional bullying – tormenting, threatening ridicule, humiliation and exclusion from groups or activities.
- Racist bullying – racial taunts, graffiti and gestures.
- Cyber bullying – using social networks to spread rumours, tell tales etc.
- Sexual bullying – unwanted physical contact and abusive behaviour.
- Intimidating behaviour towards others including body language, eye expression, etc.
- Name-calling to others - including racist, sexist or gender remarks, etc. (See Equal Opportunities Policy)
- Taunting - towards other children.
- Children being deliberately ignored by others, e.g. “sending one person to Coventry”.

Isolated incidents of unkindness or poor behaviour will be dealt with seriously but it is the systematic, consistent targeting of an individual that marks out bullying as being particularly damaging and serious. The effects of harassment, bullying or victimisation upon an individual may include loss of self-esteem and feelings of insecurity and fear. Absences from school or illness are often indicators of trouble or unhappiness.

Bullying - Possible Signs:

A child may indicate, by different signs or behaviour, that he or she is being bullied.

Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- doesn't want to go to school
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

What staff, children and parents should do if they see, or are told about bullying:

- Take incidents seriously.
- Each party to be given a fair hearing.
- Offer concrete help, support and feedback to the victims and their families.
- Encourage peer support.
- Encourage the “bully” to see the victim’s point of view.
- Encourage reconciliation if appropriate.
- Keep records
- Cyber bullying – report to parents, staff and/or police.

Supporting the Victim:

- In any situation where unpleasantness or bullying has taken place the school makes every effort to recognise that both the victim and the bully need help and support.
- The victim and any others who witnessed the incident will be interviewed.
- Staff will reassure the victim of the steps being taken to deal with the incident, be ready to listen to the victim and give him/her the opportunity to express his/her own concern and feelings.
- It may be necessary to take steps to ensure the safety of the victim both within and on the way to and from school.
- The victim must be encouraged to continue attending school
- If appropriate, the Principal should meet the parents of the victim to explain the action taken and to listen sympathetically to the parents’ concerns (in the case of a member of staff this may be a legal or union representative).

Staff Member to Pupil:

A complaint for which there is prima facie evidence following a thorough investigation should be pursued in exact accordance with the appropriate agreed Disciplinary Procedure.

Pupil to Staff Member:

The staff member should be entitled to an interview with the Principal. The Principal, after consultation with the member of staff concerned, will decide on a course of action to deal with the complaint, and notify the staff member in writing. If the staff member is dissatisfied with the action proposed or taken he/she has the right to raise the matter.

Staff Member to Staff Member:

The aggrieved staff member should immediately inform the Principal. The complaint should be acknowledged in writing and thoroughly investigated to determine whether or not there is need or grounds for disciplinary procedures to be instigated. If so, these will be in accordance with the agreed Disciplinary Procedure. If the aggrieved member of staff is dissatisfied with the action undertaken by the Principal that member of staff has a right to invoke the appropriate grievance procedure.

Appendix 1 – Cyber Bullying

Jewell Academy staff will ensure that all electronic communication with pupils, parents carers, staff and others is compatible with their professional role and in line with the Jewell Academy IT Acceptable Use policy. In addition, staff will set expectations that pupils:

- Use IT in school sensibly and appropriately.
- Only use email in school as part of lessons, supervised by a teacher.
- Only open email attachments from known people.
- Do not tell other people passwords.
- Only open/delete their own files.
- Make sure that all IT contact with other children and adults is responsible, polite and sensible.
- Do not look for, save or send anything that could be unpleasant or upsetting to others. Report anything found accidentally to an adult immediately.
- Do not give out personal details such as name, phone number or home address.
- Do not arrange to meet someone or send images unless this is part of a school project approved by a teacher.
- Are responsible for their behaviour when using IT and follow the rules to keep them safe.
- Do not upload or add any images, video, sounds or text that could upset any member of the school community.
- Know that pupil's use of IT can be checked and parents/carers contacted if a member of school staff is concerned about safety or hurtful or malicious comments about another pupil.
- Do not sign up for any online service unless this is an agreed part of a school project approved by a teacher.