



JARROW SCHOOL



Excellence in
Education

Policy Title: Anti-Bullying Policy

Leader: Lorraine Lobban

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POLICY FOR ANTI-BULLYING

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2022. The school has read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

STATEMENT OF INTENT

WE AT JARROW SCHOOL AIM TO CREATE A SAFE ENVIRONMENT WHERE ALL MEMBERS OF THE SCHOOL COMMUNITY CAN FEEL SECURE, VALUED AND RESPECTED.

JARROW SCHOOL IS A SCHOOL WHERE EVERY CHILD MATTERS!

DEFINITION

Bullying is a conscious and wilful act of aggression and/or manipulation by one or more people against another person or people. This act may be repetitive, or else the fear of the victim may be that a single act may be repeated. Bullying is an abuse of power by those who carry it out. It may last for a short period or go on for years. It is at times premeditated and often opportunistic: sometimes it is directed mainly towards one victim, and may occur serially or randomly. A bullying incident may be viewed as any incident which is perceived to be bullying by the target and should be treated accordingly.

IT IS THE AIM OF JARROW SCHOOL...

...to promote a secure and happy environment in our community, free from threat, harassment and any type of bullying.

- ❖ To take positive action to prevent bullying from occurring through developing a positive school ethos, pastoral guidance and social development
- ❖ To show commitment to overcoming bullying by practicing zero tolerance.
- ❖ To inform students and parents of the school’s expectations and to foster with them a productive partnership, this helps to maintain a bully-free environment.
- ❖ To support students in being caring citizens in and out of school
- ❖ To ensure that staff are aware of their role in fostering the knowledge and attitudes which will be required to achieve these aims.

INDICATORS OF THE CHARACTERISTICS OF BULLYING

MAIN TYPES OF BULLYING:

1. Physical - e.g. hitting, kicking
2. Verbal - e.g. name-calling racist/gender/homosexual comments
3. Indirect - e.g. rumours, excluding from playing, parties, taking equipment, texting, videoing
4. Cyber-bullying e.g. inappropriate text messaging, inappropriate use of email or social networking sites

Can be mistaken for bullying but it is not bullying	Bullying where harm is intended	Criminal Activity
Playful teasing A one- off fight Rough and tumble or play fighting without real intention to cause damage	<p>PHYSICAL</p> biting hair pulling hitting kicking locking in a room pinching punching scratching spitting any other form of physical attack damaging a person's property <p>NON-PHYSICAL</p> Derogatory/ offensive language Prejudice based incidents Abusive telephone calls Abusive texting Extorting money Intimidation/threats of violence Name calling Sexually suggestive language Cruel remarks Spreading false/malicious rumours <p>NON-VERBAL</p> Direct Mean faces/rude gestures Indirect Manipulating/ruining friendships Systematically excluding, ignoring and isolating Sending often anonymous poisonous Notes Videoing incidents <i>Can be any one or a combination</i> <i>Bullying is usually repetitive</i>	Assault with a weapon Grievous bodily harm Seriously threatening to kill or harm Serious theft Sexual abuse Racial abuse/abuse based on protected characteristics Abuse over social networking sites
Suggested School Action This should be handled sensitively by the school where appropriate but not treated as bullying	Suggested School Action This should be handled by the school	Suggested School Action This should be handled by the police or other appropriate authorities

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - Looking at use of the school systems;
 - Identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy. (**Note:** Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

Derogatory or Offensive Language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored via Heads of Year databases and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using Bromcom.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation

- Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously.

STAFF GUIDANCE ON DEALING WITH BULLYING ISSUES

We at Jarrow School take bullying seriously and provide guidance for all staff. Identifying students who are being targeted is often difficult. We use the following indicators as guidelines:

- ❖ The student's work may be suffering
- ❖ They appear to have no friends around
- ❖ They appear to be unhappy
- ❖ They are frequently absent
- ❖ They have a tendency to display aggressive behaviour

We encourage all staff to observe general behaviour in and around school.

DEALING WITH STUDENTS WHO HAVE BEEN BULLIED

We at Jarrow School treat targets (students who have been bullied) and incidents seriously whether reported by staff/ parents/ peers. We recognise the fact that anyone can be a target and it is not his or her fault!

- ❖ Incidents recorded and monitored regularly
- ❖ Let the student know what is being done. Set a time and date for a meeting
- ❖ Parents informed of procedures in place and actions taken.
- ❖ Reassure the student they have done the right thing by telling someone.
- ❖ Establish details without making the student feel responsible for being bullied
- ❖ Empower the child by praising their courage for telling.
- ❖ Areas identified where bullying occurs through surveys, duty points changed to ensure students feel safe
- ❖ Appropriate strategies will be taken using the LSC to support students who are bullied
- ❖ A useful local resource is www.hypesouththynside.info/bullying

DEALING WITH A STUDENT WHO IS A BULLY.

We are aware a student may bully for a variety of reasons: because of the family/life events/power of an antisocial peer group/social climate of the school/surrounding community/personality characteristics and or a combination of these and other factors. Some bullies may have low self-esteem that often manifests itself in violence. Some bullies are extremely manipulative of people and or situations.

Changing the attitude and behaviour of a bully will part of the work we do in Jarrow School as part of our SMSC curriculum and in our work as role models for acceptable behaviour. However we also recognise that sanctions will have to be used against bullies.

SANCTIONS

Repeat offenders will be subject to increasing levels of sanctions and may be reported to the police. For persistent offenders or incidents considered as gross acts of aggression a student could be permanently excluded.

The sanction process has 5 possible stages or levels of intervention –

- 1) Informal warning
- 2) Formal warning
- 3) Interview with parents
- 4) Police involvement
- 5) Exclusion

Within the first 3 levels there may be also be school punishments such as detentions and BSC placements depending on the individual situation.

STAFF AT JARROW SCHOOL ARE ENCOURAGED TO:

- ❖ Diffuse the situation and remain calm and non-judgemental.
- ❖ Separate the bullying actions from the person who is bullying (allows a way out and becomes a “win win” situation)
- ❖ Explain clearly to the student what is going to happen to ensure they understand rules, responsibilities and consequences that the school follows.
- ❖ Involve and inform parents of events and consequences that may follow.
- ❖ Decide which strategy is effective and appropriate. For example using the “No Blame Strategy”
- ❖ Involve outside agencies if deemed appropriate e.g. EWO, Educational Psychologist, and Social Worker.
- ❖ Where serious violence is involved the Head Teacher will exclude a student immediately pending further investigations

EXPECTATIONS

Our aim at Jarrow School is to put in place preventative measures through the following expectations:

EXPECTATIONS OF STAFF AND GOVERNORS:

- ❖ To embrace a whole school approach that celebrates individuals and provides support for all students.
- ❖ The school anti-bullying policy is an integral part of school life.
- ❖ A supportive governing body that encourages the involvement of parents in the school.
- ❖ A clear system of rules, rights, responsibilities and consequences
- ❖ To provide an environment that is stimulating and enjoyable.
- ❖ To recognise that the responsibility for dealing with bullying incidents rests with the school and governing body.
- ❖ To know that the school has no responsibility to deal with bullying incidences occurring outside the school premises, however they will endeavour to support the child and parents.
- ❖ To respond to parental queries and concerns positively and without delay

EXPECTATIONS OF PARENTS

- ❖ To be involved in their child’s school life and attend parent’s evenings etc.
- ❖ To be supportive of the school’s expectations of behaviour
- ❖ To respond to school concerns positively and without delay
- ❖ Parents will make appointments where and when possible
- ❖ To know that the school has no responsibility to deal with bullying incidences that occur outside school premises, however they will endeavour to support the student and parents.

EXPECTATIONS OF STUDENTS

- ❖ To be involved in a proactive Student Voice
- ❖ To support the school rules, rights, responsibilities and consequences
- ❖ To take responsibility for their behaviour.
- ❖ To respond to school concerns positively and without delay

Control over the school environment can be both psychological, that is, children are taught to monitor their own behaviour and that of others: and physical, that is teachers, and possibly parents and students may be asked to patrol areas of the school outside class hours.

ACTION UNDERTAKEN BY JARROW SCHOOL TO COMBAT BULLYING

- ❖ Regular staff training to address policy issues provided by inset LA or outside agencies.
- ❖ Annual review to assess and review procedures/ incidents
- ❖ Address issues of all different types of bullying through tutor time and assemblies
- ❖ Effective deployment of learning mentors and support staff
- ❖ Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week, Black History Month and LGBT History Month.

MONITORING AND EVALUATION

Monitoring of the policy is completed annually by the Assistant Head Pastoral, Head Teacher and the Chair of Governors. The Chair of Governors will be kept informed of repeated incidents of bullying.

- ❖ Records will be kept for up to three years and then extended if the need required.
- ❖ Annual review and update of policy by governing body.
- ❖ We will involve student voice/governors where appropriate in reviewing the policy.

CASUAL ADMISSIONS

It is a statutory responsibility for all schools to have an Anti-Bullying Policy. If you are worried or concerned about bullying issues, or your child has reported bullying to you, it is important that you make contact with the Assistant Head, Organisational Behaviour and Pastoral Leader or the Head of Year, who will ensure a member of staff follows up your enquiry. We will endeavour to meet with you to discuss your concerns so that we can work with you and your child to resolve the issues. If the matter remains unresolved the next step would be to refer the matter through the school's complaints procedure, which would involve the School Governing Body. If you are requesting a school place because of alleged bullying you must submit confirmation in writing from your child's Head Teacher that the in-school procedures have been fully exhausted. Your application will NOT be processed without this information.

Jarrow School will support the Authority position in this matter.

PARENT/ CARER GUIDANCE

We at Jarrow School believe parents and carers have a vital role in ensuring their child adheres to the school rules and supports the school when dealing with contentious issues. These guidelines and information are available to parents and are displayed in and around our school.

SIGNS TO LOOK FOR IN YOUR CHILD.

- ❖ Common symptoms may include:
headaches, stomach aches, anxiety, irritability, stress.
- ❖ They may refuse to attend school
- ❖ They may have few or no noticeable friends around
- ❖ They may lose money or property
- ❖ They may have unexplained bruises etc.
- ❖ They may be unwilling to talk about school.

PARENTS CAN:

1. Support your child: tell them it is not their fault, they can't choose the way people behave towards them, but they can choose how to respond.
2. Find time to talk to your child: empathise with their situation, although they can't choose what happens in their lives, being happy is a positive personal choice.
3. Remind them how resilient and strong they are and insist they keep going to school despite facing daily bullying.
4. Remind them that they are a unique and wonderful person, with the same rights as everybody. That they can use the power of anger to protect themselves without having to attack anyone else.
5. Speak to the form tutor or Head of Year about the problem.
6. If not resolved see the Assistant Head (Pastoral) and/or the Head Teacher and ask to see the school's anti-bullying policy. (All schools by law have an anti-bullying policy.)
7. Request initiation of an action plan and time line to monitor the bullying
8. If you feel the matter is not resolved then you can contact the Chair of Governors.
It is the parents, students, school and governors responsibility to try and reconcile bullying incidents that may occur.

IF YOU FEEL YOUR CHILD IS BULLYING OTHER CHILDREN

Look out for signs of bullying by your child or from others:

- ❖ Your child may have more money than usual
- ❖ Your child may have property that does not belong to them
- ❖ Your child may display aggressive behaviour and belittle others

These are only guidelines; your child may display some or all of these and not be bullying

WHAT CAN YOU DO?

If you are concerned do make an appointment to meet your child's Head of Year.

WITH YOUR CHILD.

- ❖ Talk with them to discourage this behaviour:
- ❖ Discuss how it makes other children feel.
- ❖ Give praise when your child displays cooperative behaviour and kindness to others.
- ❖ Monitor their use of MSN and other forms of communication e.g. mobile phones
- ❖ Refer to www.jarrowschool.com and download the information on internet safety

Useful links and supporting organisations

Anti-Bullying Alliance: www.antibullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

Stonewall: <https://www.stonewall.org.uk/help-advice/discrimination>

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis