Lowe's Wong Anglican Methodist Junior School

Anti-Bullying Policy

INTRODUCTION
At Lowe's Wong Junior School we aim to provide an inclusive, safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. An environment that openly discusses differences between people and celebrated diversity.

We would expect pupils to feel safe in school, including understanding the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

Policy Development
This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and children.

Pupils contribute to the development of the policy through the school council, discussions, etc.
The school council have developed a pupil friendly version which is in our whole school Good Behaviour Guide and on display in the corridor outside the office.

Parents were sent out the policy and a meeting of our Parent Forum discussed the contents.

This policy is available

- Online at the school's website
- From the school office
- Child friendly versions within our Good Behaviour Guide.

Roles and Responsibilities
The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Local Authority and outside agencies and appointing an Anti-bullying Co-ordinator, who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Co-ordinator in our school is Mr Mike Follen.

His responsibilities are:
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and co-ordinating training and support for staff and parents/carers where appropriate
- Co-ordinating strategies for preventing bullying behaviour
- To ensure that all staff follow the process as set out in this policy
- Reviewing policy

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: Mrs Sarah Angell

Definition of Bullying
'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'
http://www.anti-bullyingalliance.org.uk/about-us.aspx

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then interventions should always be deployed urgently and as required.

What does bullying look like?
Bullying can include:
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e-mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others, who become the 'bystanders' or 'accessories'.

Specific types of bullying include:
- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- Bullying related to appearance or health
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Seemingly random attacks / selection of an 'easy' victim

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a persons sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying; see E-Safety Policy.

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers and children) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). All staff are aware of their responsibility in addressing or reporting incidences, as appropriate. Pupils, too, understand their collective responsibility.

a. Children:
- Initial reports, including those identified in classroom worry boxes, are handled by classteachers/teaching assistants, midday supervisors as appropriate
- Recurrent/serious incidents are reported to the headteacher who deals with the victims and perpetrators and the incidents are logged in the schools 'Bullying Log'.

b. Governors/Staff/Parents:
- Reported incidents of bullying related to adults would be dealt with following guidance in the LA's Complaints' Procedures.
- Should work in partnership with parents.

Procedures
All reported incidents, whether occurring inside or outside the school premises or online, will be taken seriously and investigated with all parties involved.

The process:
- Interviewing all parties
- Informing parents
- A range of responses appropriate to the situation: solution-focused, restorative approach, circle of friends, individual work with victim and perpetrator, referral to outside agencies if appropriate, 'getting along – group resolution'
- Referral to Behaviour Policy and agreed, graded sanctions and how these may be applied appropriately to severity of incident, including what actions may be taken if bullying persists
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- A timely follow up, especially keeping in touch with the person who reported the situation and with parents/carers
- Support for the victim and the bully – especially against threat or retribution.
- Referring families to the school's complaints procedure if they are not happy about the way the school has dealt with the incident.

Recording Bullying and Evaluating the Policy
Bullying incidents will be recorded by the member of staff who deals with the incident in the school's Bullying Logbook and this will be stored by the Anti-bullying Co-ordinator.

The information stored will be used to ensure individual incidents are followed up. It will be shared with other staff as appropriate. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the Headteachers Report to Full Governors.

The policy will be reviewed and updated annually in November following Anti-Bullying Week.

Strategies for Preventing Bullying
As part of our ongoing commitment to the safety and welfare of our pupils we at Lowe's Wong Junior School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.
- Use of SEAL, including anti-bullying unit for weekly assembly focus in October
- Follow-up work in class
- Involvement in Healthy Schools initiative
- Anti-Bullying Week annually in November
- PSHE/citizenship teaching
- Our Good Behaviour Guide
- Information and training for parents on Cyberbullying and internet safety
- Student voice / School Council
- Parent groups/extended schools
- Mentoring by Headteacher and Deputy Headteacher

- Parent information events
- Training and development for all staff
- Counselling and/or Mediation schemes: Time to Talk / 'Get Along' Groups
- DARE for pupils in Year 5.

Links with other policies

Policy	Why
Behaviour Policy	Rewards and sanctions
Child Protection Policy	Child protection
ICT Usage policy	Cyberbullying and e-safety
Equality Policy	Hate crime (homophobia, race and disability)
Confidentiality Policy	Reporting and recording
PSCHE/Citizenship	Strategies to prevent bullying
Complaints Procedure	If families are unhappy about the school's actions

References Documents and Related Policy/Guidance:
National
Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies,
Behaviour and Discipline in School- Guide for Head Teachers and School Staff July 2011
Preventing and Tackling Bullying – Advice for Headteachers, Staff and Governing Bodies July 2017
Safe to Learn – DCSF Guidelines
Embedding anti-bullying work in schools – DCSF-00656-2007
Homophobic bullying – DCSF – 00668-2007
Cyberbullying – DCSF – 00658-2007
Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

Local
Nottinghamshire County Council Anti-bullying Policy (Revised 2011)
Anti-bullying Policy Development: Guidance for schools (2009)

Useful organisations
Anti-bullying Alliance (ABA) – www.anti-bullyingalliance.org.uk
Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org.uk
Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk - The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.each.education
Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Childnet International – www.childnet.com - The UK's safer internet centre