



Jubilee School

Anti-Bullying Policy

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This policy has been compiled with due regard to the guidance given in 'Preventing and Tackling Bullying –July 2017'. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2021, and 'Sexual violence and sexual harassment between children in schools and colleges' guidance.

Jubilee School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Anti-Bullying Policy

We will not tolerate bullying, peer on peer abuse or acts of violence against pupils or staff and, if it happens, we will do all we can to support the victim and deal with the perpetrator.

Aims and Objectives

1. The principal aim of this policy is to reduce the occurrence of bullying or incidences of peer on peer abuse at Jubilee School to a minimum in all its forms and to create a safe and non-threatening environment based on mutual respect and concern for the welfare of each other.
2. To create awareness in the minds of all pupils and staff of what bullying or peer on peer abuse is and the impact it can have on a pupil.
3. The strategies in place in school, which help everyone to cope with and resolve any problem associated with bullying.
4. To establish a structure of support for all parties involved in the incidents of bullying, i.e. bullies, bullied, and staff.

Definition of bullying

Bullying is defined as:

"The repeated use of aggression with the intention of hurting other people"

This includes:

- Verbal aggression like name calling, being sarcastic and spreading hurtful rumours; peer on peer abuse.
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- Physical aggression such as pushing, kicking, punching, hitting;
- Threats & intimidation;
- Spitting;
- Incitement of others to harass and bully;
- Destruction or 'borrowing' property without permission; hiding' property;
- Emotional aggression like tormenting and excluding people;
- Racial or homophobic taunts, graffiti and gestures;
- Unwanted conduct of a sexual nature, or other conduct based on sex affecting the dignity of boys and girls at the school, including up skirting;
- Unwanted conduct or displayed attitudes based on race, religion or gender;
- Indirect action such as spreading unpleasant stories about someone;
- Cyber bullying.

Jubilee School Strategies

1. Raising the profile of anti-bullying
2. Establishing coping strategies
3. Creating a safe environment
4. Dealing with incidents and sanctions

1. Raising the profile of anti-bullying

All staff should be vigilant in their observations of pupil behaviour and to recognise and take appropriate action where incidents of bullying or peer on peer abuse occur. Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves.

Jubilee's Anti-Bullying Code will be discussed with all pupils at the start of the school year.

The subject of bullying and peer on peer abuse should be raised in subject teaching (for example PSHE, English, and R.E.) to identify to pupils the school's understanding of what is meant by bullying.

The school will work hard to ensure all pupils have a concrete understanding of bullying in its varying forms (see 'Definition of bullying' above) and to understand the difference between bullying and simply 'falling out'.

All staff in school are to ensure that the pupils are educated about the potential dangers of Cyberbullying.

1a. Staff Bullying

Staff at all levels need to be aware that staff can bully young people or indeed other staff. This may be subtle. Staff should be alert to any behaviour of young people which indicates that they are unhappy or distressed when particular members of staff are around and take steps to investigate why this might be.

2. Establishing Coping Strategies

The reluctance of pupils to bring bullying problems into the open is understandable, however they should be encouraged to report all instances of bullying whether this is witnessed or being the victim.

Appropriate action such as walking away, not retaliating and in particular, telling staff with whom to share the problem, should be introduced into any discussions with pupils on the subject of bullying or peer on peer abuse.

3. Creating a safe environment

We are all expected to live and work effectively together to prevent or reduce, to a minimum, acts of bullying or violence.

On a day-to-day basis, we recognise we can do a lot to prevent or reduce bullying or acts of violence. For example we must:

- keep each other informed about concerns we have;
- help & support each other;
- keep an eye out for each other;
- speak up for and listen to each other;
- Take immediate action if we think someone is being bullied or hurt.

Staff involved in any incidences of bullying should treat them all with due concern, to reflect the school's attitude to the problem.

In order to give them security, pupils should always be sure that concerns will be dealt with swiftly and positively.

Pupils should be encouraged at all times to find any member of staff with whom they can share their concerns.

In particular, when we suspect any form of bullying or violence we will inform a colleague or manager as quickly as possible so that it can be dealt with.

Also, we will ensure that colleagues are provided with support during or after any violent incident.

3d. Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Through the wider search powers included in the Education Act 2011, staff now have stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

We treat cyber-bullying as seriously as we would bullying within school and closely monitor all access to technology including online games.

No social networking is permitted for pupil use during school hours.

4. Dealing with incidents and sanctions

Our preference would be to "see it coming" and work together to minimise the risk of bullying. We accept however, that this may not always be possible. If we see bullying or violent incidents occurring we will not ignore it. When this happens staff will always be expected to stop and, if necessary control the situation.

In the first place, we will do all we can to keep situations calm and reduce the risk of violence.

However, we will not abdicate our overall responsibilities to protect children and others from harm and we understand that this will sometimes mean physically restraining children where no other reasonable action will prevent it.

We will control incidents as they happen by using restraint if necessary.

If we suspect or it is reported that a young person is being bullied we will:

- ◇ Talk about it openly with the victim, 'bully' and 'audience';
- ◇ Take the person seriously;
- ◇ Find out what is going on;
- ◇ Comfort and reassure the person that we will sort things out;
- ◇ Challenge & reprimand the bully or violent person and anyone who has supported them;
- ◇ Obtain a genuine apology;
- ◇ Sanction the bully if appropriate;
- ◇ Ensure other young people are aware that the act is wrong and has been dealt with;
- ◇ Ensure other young people are aware that if they have done nothing to prevent it they share responsibility;
- ◇ Insist that anything which was taken or damaged is replaced;
- ◇ Provide support for the victim, both emotionally and practically;
- ◇ Give help to the bully to change his/her behaviour and attitudes;
- ◇ Record the incident and outcome;
- ◇ We will talk to and seek advice from others including social workers and external consultants where deemed appropriate.

4a. Recording

All events, disclosures, discussions or matters of concern/interest must be raised with the Tutor and Head teacher (also social worker if significant) and recorded in the young person's file. It may be appropriate to complete an Incident or other Report and record on the bullying log please seek advice from the Head teacher.

If the social worker is contacted also complete the bullying log.

4b. Persistence

If the bullying or violence persists we will call a planning meeting to discuss what can be done. We may inform or consult the Police, Child Protection Team or County Inspectorate. If it seems appropriate we will ask an external consultant to attend this meeting and give us advice.

If the bullying persists, or is serious, we will:

- ◇ Contact the Social Services Department or Police;
- ◇ Separate the bully and victim;
- ◇ Call a meeting to discuss what can be done;
- ◇ Consider asking the bully to leave Hillcrest Jubilee School.

4c. Child abuse

If someone is the subject of persistent or serious bullying we will deal with it by way of informing or consulting external agencies:

- **EXTERNAL HELP:** If the victim is a Looked after Child we will always talk to the Social Worker and we may seek other external help if we are unable to reduce or control incidents of bullying or violence within the group.
- **CHILD ABUSE:** If there is any suspicion of abuse, we will always consult the Local Safeguarding Children's Board and/or the Police.

JUBILEE SCHOOL'S ANTI-BULLYING CODE - RESPECT

- Every pupil has the right to enjoy his/her learning and free time without fear of intimidation
- The aim of the school includes mutual respect and understanding, which means that we will not tolerate any unkind actions or remarks even if they were not intended to hurt
- Any action, comment or behaviour which hurts, threatens or frightens will be defined as bullying
- All members of the school should support each other by reporting all instances of bullying
- Bullying will be dealt with as a serious issue
- Jubilee School is a 'telling' school – bullying or peer on peer abuse is too important not to report.

What is bullying?

- Calling people names
- Upsetting others with 'dirty looks'
- Making rude comments about another person's appearance or belongings or family
- Threatening people by what you say
- Physically hurting someone

What should I do/not do if I know someone is being bullied?

- Do not join in
- Do not try to challenge the bully yourself
- Tell the teacher

What should you do/not do if you are being bullied?

- Do not tackle the bully yourself
- Let the teacher know immediately

Remember

- Gossiping and spreading rumours can be hurtful
- Don't contribute towards making someone unhappy
- We are a 'telling' school

TO IGNORE BULLYING IS TO CONDONE IT