



**Talavera Junior School**  
**ANTI-BULLYING POLICY**

**Document Name:** Anti-Bullying Policy

**Document ID:** n/a

**Current Version:** 8.0

**Status:** Approved

**Policy First Introduced:** February 2010


**Latest Review:** September 2023

**Next Review Planned:** September 2024

**Signed** Laura Harman-Box (Policy Owner)

**Print Name:** Laura Harman-Box

**Review Date:** 14.9.23

**Signed:** \_\_\_\_\_  \_\_\_\_\_ (Governor Approval)

**Print Name:** \_\_\_\_\_ Robyn Jarrett \_\_\_\_\_

**Approval Date:** \_\_\_\_\_ 23.09.22 \_\_\_\_\_





## **Talavera Junior School** **ANTI-BULLYING POLICY**

### **Introduction**

Talavera Junior School aims to create an environment in which all children feel happy and secure and able to develop academically, emotionally and socially. We recognise that children must be able to express their worries or concerns, knowing that these will be taken seriously and that the appropriate support will be given. The Good Childhood Index 2020 identified that friendship is the area of life for which children identified the biggest decrease in satisfaction; this was using data gathered before the separation that resulted from lockdown. It is therefore more important than ever to support the children in understanding how to be kind, be civil and to be respectful to all.

We promote an understanding across the school community that bullying is unacceptable and action will be taken against it.

We recognise that in any school community there will be disagreements between children, which may result in verbal or physical aggression. Such incidents will be addressed initially through the provisions of the school's Behaviour Policy. We use themed weeks, as well as a well-developed PSHE and E-Safety curriculum to ensure that all children are provided with a deepened understanding of the behaviour that may be viewed as acts of bullying. We also conduct a Friendship Week which gives pupils the opportunity to discuss issues surrounding relationships and conflict resolution in more detail. Following the multiple lockdowns and the mental health crisis nationally which has accompanied these, we have put in additional Friendship Weeks to ensure relationships between pupils are strong and healthy.

We will not tolerate bullying with any underlying drive, including (but not limited to) LGBT+ children, race, ethnicity, gender, language, religion or cultural practice. We understand that abuse can occur both at home and at school as a result of racism, sexism, disability prejudice, homophobia, transphobia or religious/cultural prejudice. We do not tolerate these.

### **Definition**

We define bullying as follows:

A child, or a group of children, physically, verbally or psychologically causing distress to another child, or a group of children over a period of time.

We recognise that bullying is often covert and can be sustained over a period of time, but all incidents will be dealt with individually and with due regard to the particular set of circumstances and individuals involved.

Bullying generally takes one of four forms:

- Indirect- being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
- Physical- pushing, kicking, hitting, punching, slapping or any form of violence
- Verbal name- calling, teasing, threats, sarcasm
- Cyber- All areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging

Mobile threats by text messaging & calls

Misuse of associated technology, i.e. camera and video facilities

### **Dealing with Bullying**

The school is committed to providing pupils with an understanding of bullying and how to cope if it occurs. Public Health England (PHE) has gathered data demonstrating that hospitalisations due to self-harm is at a severe level and far above national average in Hampshire. It is our duty to educate our pupils to help protect them from harm. We always promote the highest expectations of behaviour, self-respect and respect for others. Opportunities are planned specifically to enable children to talk about issues surrounding bullying through: a Personal, Social and Health Education and Citizenship programme; an E-Safety unit within our Computing programme; assemblies and circle time and; a specific Friendship Week in support of the national Anti-Bullying Week. In addition to this, the children are undertaking lessons focused on prejudice in order to understand the impact of their actions and words. They are given clear guidance on what constitutes bullying and, through discussion and drama, are given the opportunity to rehearse strategies for dealing with bullying. Through this rehearsal of strategies, we support pupils who are emergent in English language.

The children's curriculum is being developed to ensure that it is representative of both our school and of the country as a whole. This means that we are dedicated to ensuring authors include women and people of colour. We are developing our English curriculum to ensure additional events such as Poetry Day teach the children about the history of racism.

Children are always encouraged to speak to someone about their worries, and are advised that they should tell someone at home, their teacher, another adult in the school, a friend or older pupil. Ultimately, they should seek advice from a trusted adult with whom they feel comfortable.

A report of bullying will be listened to, discussed and a way forward will be agreed.

The school council take an active role in being the voice of our pupils and are keen to tackle issues such as bullying before incidents arise.

### **Sanctions**

Sanctions should be used where bullying is clearly proven. We will operate the sanctions by:

1. Making it clear that we do not tolerate bullying of any kind (both in school and out of school).
2. Explaining clearly the punishment and why it is being given.
3. In cases of one-off incidents where no physical harm occurs or in cases of continuous or more frequent bullying:
  - a reprimand may be sufficient
  - parents are to be informed
  - free time or privileges may be withdrawn.
  - a loss of free time over a longer period may occur
  - for older pupils, a home/school behaviour contract is to be drawn up
  - involvement may be sought from outside agency support
4. In very serious cases, a pupil may be excluded. This will involve the parents and Governors.

### **Victims**

Anyone can be the victim of bullying and all staff are aware of their duty to safeguard pupils' social, emotional and mental wellbeing. However, staff are additionally aware of the needs of particularly vulnerable groups, including but not limited to children with disabilities, children who identify as LGBTQ+ and children who are socially-isolated.

We understand the pupils who have been bullied will need additional emotional and social support to ensure that they are able to move past it without long-term effects. Pupils who have been bullied will be supported by:

- Offering an opportunity to discuss the experience with a class teacher or a member of staff of their choice
- Reassuring the pupil
- Offering continuous support (e.g. through ELSA)
- Restoring self-esteem and confidence
- Referral to external services such as CAMHS if necessary

We understand that pupils may in exceptional circumstances experience bullying which has a life-altering impact on their physical and mental health. In these cases, the school will work with parents and carers, alongside the governing body, to provide alternative provision. This may include removal from the class or from the school to another mainstream setting but this is unlikely to happen in the majority of cases; this is because the removal of a child from their peers could have additional negative ramifications on the pupil.

We understand that pupils who bully others need intervention to ensure that the root of the behaviour is tackled. This will make for long-lasting change. Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change, which may need the support of ELSA
- Informing parents or guardians to help change the attitude and behaviour of the child

### **Child-on-child abuse:**

Child abuse is when a child is intentionally harmed by an adult or another child - it can be over a period of time but can also be a one-off action. It can be physical, sexual or emotional and it can happen in person or online. More information on what constitutes as child-on-child abuse and how to appropriately handle child-on-child bullying can be found in the Safeguarding policy and Behaviour policy.

### **Prejudice-based bullying**

Prejudice-based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice-based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender does not have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

**We will respond by:**

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents and hate crimes
- dealing with perpetrators of prejudice-based abuse effectively
- supporting victims of prejudice-based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

### **Cyber Bullying and Harassment**

Cyber-bullying is defined as 'an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.' By cyber-bullying, we mean:

- Bullying by electronic media.
- Bullying by texts or messages or phone calls.
- The use cameras to cause distress, fear or humiliation.

- Posting threatening, abusive, defamatory or humiliating material on websites, including blogs, personal websites, social networking sites
- Using e-mail to message upsetting content to others.
- Hijacking/cloning e-mail accounts.
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums including during 'online chats' within gaming apps/ websites.

*Cyber Bullying and Harassment of/by Pupils:*

The school policy for correct procedures regarding a pupil being cyber-bullied is outlined in detail in the school's Safeguarding policy which must be read by all staff.

*Cyber Bullying and Harassment of/by Staff and Other Adults:*

This section should be read in conjunction with the Department of Education guidance contained in "Cyber-bullying: Advice for Headteachers and School Staff". The school will consider it a potential disciplinary matter if staff utilise any information and communications technology, including email and social networking sites, in such a way as to bully or harass others in the school, in professional organisations, pupils or parents, whether this takes place during or outside of work. Staff members need to be aware that no matter what the privacy settings on their social media site, inappropriate or derogatory information about a colleague, pupil or parents can find its way into the public domain even when not intended. It should be noted that a person does not need to directly experience this form of victimisation in order for it to be classed as cyber bullying/harassment. The fact that a person is unaware that offensive or derogatory comments about them have been placed on websites still fits the criteria of cyber bullying/harassment. If a staff member receives any threats, abuse or harassment from members of the public online then they must report such incidents to the Senior Leadership Team, or where necessary the police. Support is also available through Hampshire's confidential counselling service, Employee Support (0800 030 5182). The school owes a duty to take reasonable steps to provide a safe working environment free from bullying and harassment. For this reason, it is essential that the Senior Leadership Team take appropriate steps to deal with any incident where it is alleged that a staff member has subjected others to abusive or personally offensive emails, phone calls or content on social networking sites such as Facebook, Twitter, Youtube or by any other means. If a Senior Leader is made aware of such an allegation, the Senior Leadership Team should deal with it in the same way as any other incident of bullying or harassment in line with school policies, by investigating the allegations promptly and appropriately and providing the victim with support which demonstrates that the matter is being dealt with seriously. Senior Leaders should encourage staff to preserve all evidence by not deleting emails, logging phone calls and taking screen-prints of websites. If the incident involves illegal content or contains threats of a physical or sexual nature, the Senior Leadership team should consider advising the employee that they should inform the police. In the event that such evidence contains indecent images of children, it is an offence to save, send, or alter an image or to show it to anyone else. Therefore, the evidence must be placed in a secure location such as a locked cupboard where others will not be able to see it. In these circumstances the Police should be contacted immediately for advice.

**Signs and Symptoms**

Some children may find it difficult to disclose that they are being bullied but may display signs that indicate their vulnerability and need for support. As a result, adults

should be made aware of the following signs/ symptoms that may indicate that a child is being bullied:

- Fear of walking to/ attending school
- Becomes withdrawn, anxious or lacking in confidence
- Regular tearful encounters
- Experiences nightmares regularly
- Frequently claims to feel ill
- Begins to suffer academically
- Has items which are damaged or have become lost
- Becomes aggressive, disruptive and unreasonable
- Has changes to eating or sleeping patterns
- Is afraid to use the internet
- Appears nervous when a text or email is received

These signs/ symptoms are not exclusive to bullying and may indicate other problems.

### **Workplace Bullying**

As made aware by the Department for Education 2014, it is equally important that schools view bullying amongst adults, as well as pupils, unacceptable. In relation to social media, employees at TJS should not be exposed to derogatory comments posted about them on social media sites by parents, children, colleagues or other adults. TJS is committed to providing a safe and comfortable workplace for its employees, and will not tolerate inappropriate or abusive behaviour in any form.

### **Monitoring and evaluating the success of the policy**

The policy will be monitored and evaluated by:

- PSHE Co-ordinator
- Senior Leadership Team (SLT)
- Advisors, inspectors and governors.

The policy and/or procedures will, where necessary be revised in light of these evaluations.

This policy should be read in conjunction with all other policies, in particular Equal Opportunities, Teaching and Learning, PHSE, Health and Safety, Behaviour and Child Protection.