

# Anti-Bullying Policy 2023



Jericho Primary School  
Policy 036

This policy, having been presented to, and agreed upon, by the whole staff and Governors, will be distributed to

- All teaching staff
- School governors

A copy of the policy is also be available in

- Policies file
- School Website

This ensures that the policy is readily available to visiting teachers, support staff and parents. This policy is written with reference to Preventing and Tackling Bullying, DfE 2017

# S.T.O.P.

*Bullying is if someone does something unkind to you*

**S**everal  
**T**imes  
**O**n  
**P**urpose

*If someone does bully you, you must –*

**S**tart  
**T**elling  
**O**ther  
**P**eople



At Jericho Primary School we respect every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available. Bullying of any kind is unacceptable in our school. Our anti-bullying policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that *anyone* who knows that bullying is happening is expected to tell the staff, parents or a trusted adult.

**Our aims are –**

- To promote the well-being of all pupils.
- To prevent, reduce and eradicate all forms of bullying.
- To offer an environment free from all forms of abuse.
- To have a consistent approach for dealing with incidents of bullying.
- To promote a whole school approach, where signals and signs are identified and swift and effective action is taken.
- To ensure that all pupils and staff and parents are aware of this policy and their obligations.

**Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should understand what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

**What is bullying?**

Bullying is the use of physical or verbal aggression on and offline with the intention of hurting another person. Bullying results in pain and distress to the victim. It is different from other types of aggressive behaviour because it is defined as something that happens more than once and is directed specifically at an individual or group.

We define bullying as physical or verbally aggressive behaviour that occurs 'Several Times on Purpose'. The school uses this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the '**STOP**' acronym that leads to children knowing they should 'Start Telling Other People'

**Bullying can be either online or face to face:**

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence.
- Sexual harassment or peer on peer abuse- unwanted physical contact or sexually abusive comments
- Verbal - name-calling, sarcasm, spreading rumours, teasing

- Cyber - All areas of internet, such as social media, messenger applications, email & internet chat room misuse. Mobile threats by text messaging or other messaging/ gaming applications & phone calls. Misuse of associated technology, i.e. camera & video facilities
- material bullying which includes damage to belongings and extortion

### **Prejudice Related Bullying- protected characteristics**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, and travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

### **Other vulnerable groups include**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, transsexual, queer or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally 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 their friends, family members or their parents/carers. In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

**Perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:**

- The religious background or faith of the person bullied
- A disability, perceived physical difficulty or Special Educational Need.
- The race of the victim: e.g. racist name calling, taunts, graffiti or gestures
- The sexuality of the victim: e.g. homophobic, biphobic and transphobic bullying

Bullying can also take place through third person involvement i.e. another person being encouraged to take part in any of the behaviours above.

All staff should also be aware to the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Head teacher. This also includes any incidents of adult bullying by staff or parents. If the Head teacher is suspected of bullying, the matter should be reported to the Chair of the Governing Body.

**Bullying is not:**

It is important to understand that bullying is **not** an odd occasion of falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship conflict, isolated 'jokes' as a result of the level of maturity. We all have to learn how to deal with these situations and develop social skills to repair relationships.

**Examples**

- A falling out with a friend or an argument
- A split in a friendship group, which causes children to take sides
- A child hurting another once either accidentally or on purpose
- An offhand comment
- Dislikes between children because of a personality clash
- Telling a joke about someone once
- A child who is bossy or strong willed towards others
- Rough play

**Bullying is defined as Several Times on Purpose**

**Bullying Outside School Premises**

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops, in the town centre or in any form whilst online.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

## **Why is it Important to Respond to Bullying?**

- Bullying hurts.
- Bullying impacts the emotional health and wellbeing of the victim.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- Schools have a responsibility to respond promptly and effectively to issues of bullying.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- begs to be driven to school opposed to 'normal' methods
- changes their usual routine
- is unwilling to go to school (school phobic)
- 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 do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay someone who has asked them for money)
- has unexplained cuts or bruises, complains of stomach aches or other ailments frequently
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating, reduction in foods
- is guarded and closed, reluctant to talk openly
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a message is received on technological devices

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated



## Procedures - Reporting

### Children

- Children are encouraged to 'Start Telling Other People'.
- They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.
- All children can request to talk to someone- specific staff members are identified and made available to provide a listening ear. Children have key staff identified on display in their classrooms.
- Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.
- The school values and ethos continually visits the issue of bullying to remind children how to report any concerns either about themselves or others. Assemblies, classroom and whole school displays are utilised to ensure the messages and teaching around bullying is always visible and referred to during teaching PSHE and to scaffold behaviour conversations and sanctions.

### Staff

- All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher. Physical, verbal, peer on peer sexual abuse and any reports of online abuse will be recorded by the person who witnesses or dealt with the incident on CPOM's. Bullying will be identified by category.
- All staff are responsible for the health and wellbeing of the children and have a duty to respond seriously to any claim of bullying.
- If they are unable to investigate, the matter must be **referred immediately** to a senior member of staff.
- The Head teacher will also be informed and, if bullying is confirmed it will be logged on CPOM's and categorised.
- Pupils involved in bullying incidents recorded on CPOM's are discussed in weekly whole school briefings and all staff alerted to monitor the children- victim and perpetrators. Any following incident between those concerned must be logged through the CPOM's system. This allows senior leaders to analyse patterns of behaviour or persistent bullying incidents.
- Lunchtime supervisors report to incidents via CPOM's and ensure that staff in the child's class are informed.
- All senior leaders must be linked to the CPOM's so they are fully informed of all bullying incidents.

### Parents

- Parents are encouraged to share any concerns with their child's class teacher or a member of senior management.
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem. A behaviour management plan may then be implemented to monitor behaviours.
- If necessary and appropriate, particularly if behaviour in school is repeated out of school, the police will be consulted.

## **Procedures – Outcomes**

### **Victim**

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'
- The victim will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.
- Referral to a school ELSA and key staff members then may be made.
- Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school.

### **Perpetrator**

- Most importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.
- Children are helped to reflect upon their actions and to empathise with how the bullied child may feel.
- Children that have been bullied are supported to modify their behaviour – this may be through a behaviour plan, structured lunchtimes including pastoral support and involvement of parents to reinforce the unacceptable nature of bullying.
- Other consequences may take place such as loss of play time or other 'privileges' in school.
- Temporary exclusion or isolation within school for one or more days may be considered if appropriate.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Consideration of interventions that may support the perpetrator should take place eg staff mentor, social intervention- time to talk, volcano in my tummy or managing my feelings and emotions programme.
- Should the perpetrator continue to bully the victim, evidenced through Behaviour Watch chronology, the Head teacher may decide to permanently exclude the pupil.

### **Parents**

- Parents / carers of both victim and perpetrator will be kept informed throughout the process.
- Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
- Parent views will always be considered but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

### **Reconciliation**

- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.
- Children will be encouraged to reconcile any issues over a period so that any injustice can be rectified.

## Procedures – Recording

- All serious behaviour incidents are recorded through CPOM's. Incidents are actively monitored by all senior leaders and trends, patterns identified via audit.
- SLT will run a chronology report of bullying incidents every half term to consider pupils involved, where incidents are taking place and the types of bullying incidents happening to see if there are patterns of behaviour that may be regarded as bullying. This will enable staff to measure the success of the school systems. These are fed back to the children's wellbeing committee who monitor incidents and complete termly visits to the school.
- Definite incidents of bullying are recorded on CPOM's which is used to highlight repeat incidents.
- The Senior Leadership Team are responsible for co-ordinating the recording system, liaising with class teachers and other staff to ensure that incidents of bullying are not missed.
- Teachers must always be linked into a CPOM bullying incident record where either the perpetrator or victim is in their class.

## Prevention

We aim to help children to prevent bullying. As and when appropriate, children may:

- Be involved in discussion about writing school rules
- write class rules at the start of each year
- sign a behaviour contract (home school agreement)
- write stories or poems or draw pictures about bullying
- read stories about bullying or have them read to a class or assembly
- use role play and 'hot-seating' to help create feelings of empathy during PSHE
- have discussions about bullying and why it should not happen

The school has a range of strategies in place to help children work and behave co-operatively in order to minimise the possibility of bullying taking place. This is enhanced through the PSHE SCARF curriculum specifically when covering- me and my relationships.

- We take part in the National Anti-bullying week each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed.
- We have regular school assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.
- The school has a clear behaviour policy that rewards positive behaviour. The school rules are clear and straightforward and focus on positive attitudes. There are also clear rights and responsibilities outlined in the policy.
- The school works closely with the local police to make sure that any incidents outside school are reported to the school so that children involved can then be monitored inside school as appropriate.
- Children are encouraged to help perpetrators and victims reflect upon their actions.
- Both children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying. Keeping myself safe also forms part of the teaching of PSHE and

teaches children specifically about staying safe on line. In addition to this we have an annual e-safety day.

- **Above all children are encouraged to ‘Start Telling Other People’ if they feel they are being bullied or if someone they know is being bullied.**

### Links with other Policies

The policies below all relate to issues surrounding bullying and should be referred to, when necessary, in relation to the Anti-Bullying policy.

<b>Policy</b>	<b>Why</b>
Behaviour Policy	Rewards and sanctions, codes of conduct
Safeguarding Policy	Child protection
Online safety policy	Protective features and reporting online bullying
Acceptable Use policy	Cyberbullying and e-safety
Single equalities policy	Prejudice related crime/homophobia/ biphobia, transphobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
PSHE (SCARF)	Strategies to prevent bullying
RSE Statutory guidance	Teaching about positive, healthy relationships
Complaints Policy	Guidelines to make a complaint if families are not happy with the school’s response
Prevent Duty Plan	A plan to protect children from the risk of radicalisation.

Agreed by staff: .....

Agreed by Governing Body: .....

Date of Review: February 2024