



Jack Tizard School Anti-Bullying Policy

Revised Autumn 2013

Jack Tizard School

Anti-Bullying Policy

At Jack Tizard School, we believe that all children and members of staff have the right to be educated and to educate in a positive, caring, safe and secure environment and to be protected from others who may wish to harm or abuse them.

The impact on the mental health and emotional well being of a victim of bullying can be profound. It can be of short-term duration or have serious consequences on future opportunities in life. We will not condone or tolerate any form of bullying at Jack Tizard School.

We all have a responsibility to prevent occurrences of bullying and staff and pupils should feel confident and secure in the knowledge that any incidents will be dealt with promptly and effectively

This policy applies to any incidents of bullying which may take place on school premises; however the school has an interest in the welfare and conduct of its pupils and staff and will respond to any information it receives about bullying outside school.

This policy refers to anti-bullying procedures and strategies related to pupils. The Staff Wellbeing Policy refers to the emotional safety and well-being of the staff.

Aims

- To provide an environment in which:
 - pupils and staff feel safe and secure
 - bullying behaviour is not tolerated on any level
 - pupils are supported to develop appropriate responses
 - staff model appropriate behaviour by treating one another with courtesy and respect

Objectives

We will:

- Be proactive in the prevention of bullying by implementing the PSHE&C Programme of Study and adhering to whole-school policy and procedures.
- Monitor the effectiveness of strategies for bringing bullying behaviour under control. Accurately record all incidents of bullying and the actions taken.
- Demonstrate to bullies that their behaviour is unacceptable and reassure victims that action will be taken to keep them safe.
- Address with bullies the problematic behaviours and provide them with strategies and support to change the behaviour.

Definition of bullying

Bullying generally fits into two categories: emotional or physically harmful behaviour.

It can be defined as behaviour that is:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group
- An imbalance of power leaving the victim feeling defenceless

A pupil's concept of bullying varies with age and conceptual development. In its simplest form, bullying is any incident perceived by the victim or any one else as intentionally hurtful, verbally, physically or indirectly. However, how it is recorded and dealt with will differ depending on the pupil's stage of development and understanding.

Types of bullying

Bullying can be:

- **Physical:** Hitting, pushing, kicking, tripping up, punching, spitting, threats, being touched against one's will.
- **Verbal:** Name calling, teasing, taunting, insulting families, unkind remarks about someone's work, making fun of others, whispered comments, spreading nasty or false rumours, unkind comments about personal appearance, school achievements, disabilities.
- **Emotional/Silent:** Deliberate exclusion from social groups, stalking, rude gestures, ignoring, being sent unpleasant notes or made the subject of graffiti, incitement of other to become involved in bullying.
- **Technological (Cyber Bullying):** Offensive/threatening messages either by text or through Social Networking sites
- **Racist:** Racial taunts or remarks or any other negative comment about someone's religion or background.
- **Sexual:** Unwanted physical contact or sexually abusive comments
- **Stealing/Damaging:** taking or borrowing things from someone without permission, careless or reckless breakage of property, hiding possessions.

Range of bullying

It is often directed at individuals or groups who are perceived to be different with the intention to denigrate, hurt or embarrass the victim. This may include:

- individuals who are less able than the bully or otherwise vulnerable
- members of a particular ethnic group, religion, social class or socio-economic group
- individuals who have disability or special education needs
- individual members of a particular gender
- individuals who are perceived to be transgender, bisexual, homosexual

This policy also applies to the less traditional methods of bullying such as racist or homophobic motivated bullying and cyber-bullying which can affect both pupils and adults in school and takes the distress in to the home. Incidents of bullying with racist or homophobic content or motivation will be recorded.

Cyber-bullying

With technology being made increasingly available to children and young people, there is the potential for them to become a victim to online bullying.

Online bullying, cyber-bullying or e-bullying is defined as: 'the use of information and communication technologies such as email, (mobile) phone and text messages, defamatory personal websites and defamatory personal polling websites, to support deliberate, repeated, aggressive behaviour by an individual or a group, that is intended to harm others' Bill Belsy

Cyber-bullying includes:

- text message bullying
- picture/video-clip bullying via mobile phone cameras
- phone call bullying via mobile phones
- email bullying
- chat room bullying
- bullying through instant messaging
- bullying via websites

Awareness of cyber-bullying will be raised through PSHE lessons for pupils and e-safety training for staff

Bullying and Pupils at Jack Tizard School

Unfortunately it may not always be possible for our pupils to inform a member of staff that they are being bullied or even to recognise that they are a victim of bullying. Staff need to be

vigilant of pupil's relationships with each other and discuss any concerns with the relevant class teacher.

A pupil whom is being bullied may display a change in behaviour such as:

- Not wanting to come to school.
- Becoming withdrawn, anxious, or lacking in confidence.
- Refusing to eat
- Being too frightened to say what is wrong
- Becoming aggressive, disruptive or unreasonable

We take into account the needs of some of our pupils for whom the concept of bullying does not exist. Some pupils have limited communication skills and poorly developed reasoning and problem solving abilities which affect their understanding of cause and effect. They may express their anger and frustration in an inappropriate physical or verbal manner. The inability to empathise with others, and difficulties interpreting another's tone of voice, or body language, may also lead to adverse reactions which can be perceived as bullying behaviour.

Some pupils may target a weaker pupil because of the impact on adults i.e. gaining attention. While these actions may not follow the formal definition of bullying, they could lead to bullying and may be distressing for the victim or pupil who is targeted and should be dealt with. We cannot ignore aggressive physical or verbal behaviour towards a victim.

Many of our pupils do not have the levels of social confidence and competence, and the friendship bonds that can protect against bullying; therefore there is a whole school responsibility to ensure that: ongoing teaching and learning takes place through our Personal, Social, Health Education and Citizenship curriculum and, that behaviour support plans reflect strategies to address any emotionally hurtful or aggressive behaviour.

It is important to differentiate bullying from other forms of inappropriate behaviour. Each single incident needs to be assessed by the classroom staff in relation to the definition of bullying, the perpetrator's stage of development and understanding, the effect upon the victim and the frequency of any similar behaviour.

Members of staff must not ignore any incidents where one pupil is verbally or physically abused, as the 'victim' will be feeling hurt and upset.

In line with the school's Behaviour Policy, teachers should refer the issue to a senior teacher. A functional analysis of behaviour can be undertaken in order to implement a behaviour support plan and strategies at an appropriate level for individual pupils.

We recognise that bullying behaviour is a problem for bully and victim and should be addressed in positive and constructive ways which provide opportunities for growth and development for

both. The way members of staff deal with incidents of aggression should take into account all-round needs.

If staff consider incidents to be bullying, then they must follow the procedures identified in this policy.

If an incident is not deemed to be bullying, it must be dealt with by following the pupil's behaviour support plan, or by informing the behaviour co-ordinator who will arrange a behaviour management support meeting.

Prevention of bullying

All staff involved in the education and/or supervision of pupils will be made aware of signs of bullying and the need to apply the school's policy when episodes of bullying are witnessed or reported. All of these preventative strategies operate within a school ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. Staff will constantly reinforce the message that bullying is unacceptable and will take positive action to prevent and control by:

- promoting friendships;
- presenting positive images of play interaction and friends;
- ensuring that pupils are supervised at all appropriate times;
- ensuring that all members of staff adhere to our Code of Ethics, our Equality and Diversity Policy, and our Whole School Behaviour Policy;
- following up all instances of aggressive and inappropriate behaviour;
- watching for early signs of distress and observing, listening to what the pupils are indicating either verbally or through changes in behaviour: listen, believe, act;
- ensuring that appreciation and respect for all cultures are promoted;
- helping pupils to develop strategies for the management of their behaviour resulting in positive assertive attitudes towards others and improving self esteem;
- •encouraging pupils where appropriate to reflect on issues involving friendship and bullying throughout the weekly timetable, e.g. draw pictures/write stories;
- •encouraging pupils where appropriate to listen to and read stories about friendship and bullying, with discussion afterwards to raise their awareness of the concept of bullying and positive image of friendship;

- discussing, when appropriate, issues related to racism, homophobia and bullying;
- using whole school occasions; for example assemblies, class room activities such as PSHE&C or special topics;
- at individual level with pupils who have been victims or bullies;

Parent/Carer involvement

We recognise the important part parents and carers play in supporting their children and promoting change. We welcome the active involvement of parents and carers in bringing any issues under control. Parents and carers will be kept informed of any concerns the School has in relation to this issue.

Monitoring

The Headteacher must be informed about any bullying incident. In the case of injury an Accident/Incident form should also be completed.

The frequency and intensity of any incidents will be regularly monitored in order to ensure strategies are successful and to prevent any escalation of incidents.

Equal opportunities statement

Each pupil's culture and sexual orientation is recognised and treated with respect across the curriculum and pupils are given the opportunity to share experiences and knowledge in order to raise self esteem. Activities are organised to give pupils the opportunity to share in, respect and appreciate a wide range of cultures and activities.