



## **Anti-Bullying Policy May 2019**

### **Introduction**

At The Carlton Junior Academy, our core values are embedded in the school's Vision Statement and Our Stepping Stones to Growth.

### **VISION STATEMENT**

We believe that planting the seed of dreams encourages children to embark on a lifelong journey of learning. Our moral compass guides us towards respect for ourselves and others, in a supportive and caring environment.

### **Our Stepping Stones to Growth**

- Nurture the roots of kindness and consideration
- Provide a safe, supportive, 'green oasis' promoting outdoor learning and physical activity, where children flourish
- Support the growth of confidence, self-esteem and resilience
- Through a creative curriculum we promote enjoyment, excellence and inclusion
- Encourage children to celebrate their own individuality and that of others
- Empower children to become responsible citizens of the future
- **Ensure every child achieves their personal best**

### **We Grow Greatness!**

Through our values we aim to provide a safe, caring and friendly learning environment that allows pupils to improve their life chances and help them maximise their potential.

We expect pupils to act safely and feel safe in school. We help pupils to understand issues relating to all forms of bullying so that they feel confident to seek support for themselves and others if they are unsafe.

We also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

### **Policy Development**

This policy was formulated over time, in consultation with the whole school community with input from members of staff, governors and stakeholders. Pupils contributed to the development of the policy through the Carlton Cabinet, circle time discussions, etc.

This policy is available:

- Online at [www.thecarltonjunioracademy.org.uk](http://www.thecarltonjunioracademy.org.uk)
- From the school office

### **Roles and Responsibilities**

The Headteacher has overall responsibility for the policy and its implementation; liaising with the governing body, parents/carers, The Redhill Academy Trust, outside agencies and for appointing an Anti-bullying Coordinator who will have general responsibility for handling the implementation of this policy.

**The Anti-bullying Coordinator** in our school is: Kylie Daly

Her 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
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

**The nominated Governor** with the responsibility for Anti-bullying (Behaviour) is: Michelle Sills.

### **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>

**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 hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

### ***What does bullying look like?***

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

Bullying behaviour can be physical, verbal or emotional and includes:

- name calling
- taunting
- mocking
- making offensive comments
- threats
- insults
- nasty teasing
- physical assault
- taking or damaging belongings
- cyber bullying (inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet, impersonating and hacking into accounts online using internet enabled devices)
- 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 Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against in relation to the following protected characteristics:

- 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, Travellers
- religion, belief or lack of religion/belief
- sex/gender
- sexual orientation

As part of the requirement for schools to promote fundamental British Values, we will 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 Governing Body 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, or transsexual, 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.

#### ***Where does bullying take place?***

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into the next stages of education. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

### **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying. We will ensure that our children are taught safe ways to use the internet (see e-safety/acceptable use policy) and encourage good online behaviour.

Cyberbullying can include:-

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

### **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, children, young people and visitors to the school). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

### **Procedures for Children**

Children are regularly encouraged through assemblies and circle time to tell an adult if they experience or witness a bullying incident. They can also tell the Playground Peacemakers who will pass on information to the class teacher. Other persons pupils can tell include Midday Supervisors, Teachers/Teaching Assistants on duty and their parents/carers. Alternatively they can report bullying confidentially via class worry boxes.

### **Procedures for Staff**

There is a staged response to instances of bullying which is followed by all staff. However, the nature and degree of bullying will determine which stage of the response is considered appropriate. All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.

### **Response to one off incidents of bullying**

One off bullying incidents which do not result in actual physical or mental harm will be dealt with in line with the Behaviour Policy. A verbal or written apology from the bully will be made if appropriate. Parents will be informed and will be told about how the situation is being dealt with. When a bullying incident occurs the teachers will be informed. The teacher will make time to listen to children, to reassure them and act on what has been said. They will investigate the incident. If bullying has occurred, the incident will be recorded on a school bullying incident form (see appendix) and stored in the 'Anti-Bullying File' which is kept in the Headteacher's office.

### **Response to repeated bullying**

If a child starts to exhibit a pattern of repeated bullying, then the formal sanctions in the school's Behaviour Policy will be used to deal with the situation including referral to outside agencies if appropriate. The child being bullied will be counselled and a circle of friends may be set up for

the victim. An attempt will be made to help the bully change their behaviour. Time will be spent talking to the bully to explain why the action was wrong and to help the child change their behaviour in future. After the incidents have been investigated and dealt with, each case will be monitored for an appropriate length of time by the class teacher to ensure repeated bullying does not take place and follow up will occur, especially by keeping in touch with the person who reported the situation and parents/carers. This includes having a clear complaints procedure for parents who are not satisfied with the schools actions. It is important to liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

All staff are expected to follow the agreed procedures to ensure that the policy is working and that the needs of the victim and bully are met.

All reported incidents will be taken seriously and investigated involving all parties.

### **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Headteacher in the Anti-bullying file.

Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings and briefings. This information will be presented to the governors as part of the termly Headteacher's report.

### **Strategies for Preventing Bullying**

It important to respond to bullying because bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

As part of our on going commitment to the safety and welfare of our pupils, we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Involvement in Healthy Schools
  - Anti-Bullying week and taking part in opportunities to raise the profile of the issue such as Show Racism the Red Card Competition
  - Personal Development lessons which focus on encouraging cooperative behaviour
  - Specific curriculum input on areas of concern such as Cyberbullying and internet safety
  - Creating a playground environment which encourages good play activities and reduces bullying
  - Developing an environment which supports anti-bullying through the use of displays and posters
  - Student voice/The Carlton Cabinet
  - Parent groups/extended schools
  - Peer mentoring schemes
  - Playground Buddying
  - Parent information events/information
  - Staff training and development for all staff
  - Celebrating good behaviour and achievements
2. Reactive programmes for vulnerable groups or individuals involved in bullying.  
For example:
- Restorative Justice
  - Mediation schemes
  - Small group work

3. Specific initiatives for identified groups such as young people whose first language is not English, with SEND, who have been bullied or are displaying bullying behaviour
4. Support for parents/carers
  - Sign posting to parent groups
  - Parent information events/information
5. Support for all school staff
  - Staff training and development for all staff including those involved in lunchtime and before and after school activities

### **Signs and symptoms for parents and staff**

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:

- is frightened of walking to/from school/begs to be driven to school/feels ill in the morning
- changes their usual routine
- is unwilling to go to school (school phobic)/begins to truant
- 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
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged/has unexplained cuts or bruises/damaged or 'missing' possessions
- asks for money/starts stealing money
- comes home hungry (tuck money/lunch has been stolen), has continually 'lost' money
- becomes aggressive, disruptive or unreasonable/bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone/is nervous and jumpy when a message is received
- lack of eye contact
- becomes short tempered
- changes in attitude to people at home
- gives improbable excuses for any of the above

These signs and behaviours could indicate other social, emotional, mental health problems but bullying should be considered a possibility and should be investigated.

### **Advice to Parents**

As the parent/carer of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher or Anti-Bullying Co-ordinator (Miss Daly).
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour

### **Do Not:**

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents/carers.

2. Encourage your child to be 'a bully' back.

*Both of these will only make the problem much harder to solve.*

### Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

### Useful organisations

**Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)

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](http://www.mencap.org)

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](http://www.stonewall.org.uk) The lesbian, gay, bisexual and transgender charity

**Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://www.eachaction.org.uk)

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 free phone helpline.

**School's Out** – [www.schools-out.org.uk](http://www.schools-out.org.uk)

**Childnet International** – [www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

**NSPCC/ChildLine**- [www.nspcc.org.uk](http://www.nspcc.org.uk), [www.childline.org.uk](http://www.childline.org.uk)

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

**Show Racism the Red Card** – [www.theredcard.org.uk](http://www.theredcard.org.uk)

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

Cyberbullying - supporting school staff –Cyberbullying - A whole school community issue -

[www.education.gov.uk/publications](http://www.education.gov.uk/publications)

**(All pre 2010 documents previously available on teachernet may now be found in the National archive which can be accessed through this website)**

This policy will be reviewed annually by staff and Governors.

Signed Chair of Governors: .....

Date: .....

Signed Headteacher: .....

Date: .....



The Carlton Junior Academy  
**SCHOOL BULLYING INCIDENT FORM**

Date of Incident

Time of Incident

**Nature/Type of Incident (Please Tick)**

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Forced into something against will</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Other (please specify)</i>	<input type="checkbox"/>

**Details of Young People involved**

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

\*Role: **V** Victim    **R** Ring Leader    **A** Associate    **B** Bystander

**Location of Incident (Please Tick)**

<i>Classroom</i>	<input type="checkbox"/>	<i>School Bus</i>	<input type="checkbox"/>
<i>Playground/Yard</i>	<input type="checkbox"/>	<i>Outside/Around School Gates</i>	<input type="checkbox"/>
<i>Corridor</i>	<input type="checkbox"/>	<i>To/From School</i>	<input type="checkbox"/>
<i>Toilet</i>	<input type="checkbox"/>		<input type="checkbox"/>

**If you feel the incident was motivated by any of the following please tick**

<i>Appearance</i>	<input type="checkbox"/>	<i>Race/Ethnic Origin *</i>	<input type="checkbox"/>
<i>Disability/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Home Circumstances including Looked After Children/Young People</i>	<input type="checkbox"/>
<i>Religion</i>	<input type="checkbox"/>		<input type="checkbox"/>

\* Reminder: These incidents should be recorded separately.

<b>Brief summary of Incident</b>

<b>Action Taken</b>	
Include any exclusions, parental involvement, or involvement with external agencies.	
Generally	
If appropriate was an EHAF used?	YES/NO
With Individuals (as noted on page 1)	
1.	
2.	
3.	
4.	
5.	
6.	

Form completed by:	Date:
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Follow-up	Date