

ANTI-BULLYING POLICY

Approved by: Safeguarding and Welfare Committee

Date: June 2019

Status: Statutory

Next Review: June 2021

Statement of Intent

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

At Jubilee High School, we are committed to providing a caring, friendly and safe environment for all of our students, so they can learn in a calm and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff.

This policy sits within the school behaviour for learning policy and supports the school values of promoting equality and ensuring safeguarding for all members of the school community. It is communicated to all staff, parents and students on an annual basis, via the website, and reviewed/updated biennially.

The school is aware of the statutory responsibility to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head of School the power to regulate students' conduct when they are not on school premises. This can relate to any bullying incidents occurring anywhere off the school premises.

What Is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities DfE (2014).

Bullying can be:

Emotional	being unfriendly, excluding, tormenting
Physical	pushing, kicking, hitting, punching or any use of violence
Racist and Prejudice	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexual abusive comments and/or gestures

- Homophobic because of, or focusing on, the issue of sexuality
- Verbal name calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as emails & internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities
- Disability/SEN because of, or focusing on a disability or special education need
- Home circumstance - Targeting individuals who are looked after or because of a particular home circumstance

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 himself or herself.
- It is usually persistent.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders'; 'associates' or 'accessories'.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- students
- students and staff
- between staff
- individuals or groups
- parents and staff

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

RESPONDING AND REPORTING

Within the school:

Responding

Proactive

All school staff are aware of the high importance to prevent bullying and proactively gather intelligence about issues between students that might provoke conflict to develop strategies to prevent bullying happening in the first place.

The school ensures students understand the school's approach to anti-bullying and that they are clear about the part they can play to prevent bullying including when they find themselves as bystanders.

Restorative Approaches

Restorative Approaches, inspired by the philosophy and practices of restorative justice, puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Reactive

There are clear strategies for responding to bullying incidents.

The school sanction system is detailed within the behaviour policy. The consequences of bullying will reflect the seriousness of the incident. All actions will be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable students.

The school is aware of supporting both the victim and the perpetrator. This may be through 1:1 work or restorative conversations, referral to outside agencies if required etc. Specific groups or organisations may be drawn on for expertise/help with certain forms of bullying.

Reporting

Students

The school has a variety of reporting systems so that students are reassured that they will be listened to and incidents acted on. These include: the form tutor, Head of Year and the Learning Centre.

Parents/carers

The school ensures that parents/carers are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. The school will deal promptly with any complaints in line with the school complaints policy.

Staff

The school ensures that all staff understand the principles and purpose of the antibullying policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.

Staff will record and report bullying incidents.

The school will seek advice from/involve the police if the bullying could be a criminal offence e.g. under the Malicious Communication Act 1988, 'it is an offence to send an electronic communication to another person with the intent to cause distress or anxiety.....or which conveys a message which is indecent or grossly offensive, a threat or contains information which is false and known or believed to be false by the sender'.

The school will work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. The school will also work with other schools, agencies and the wider community to tackle bullying that is happening outside the school.

Outside the school

When bullying outside school is reported to school staff, it should be investigated and acted on. The Head of School will also consider whether it is appropriate to notify the police of the actions taken against a student.

Roles and Responsibilities

The Head of School has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing a member of the senior leadership team to oversee Behaviour/Character Development who will have general responsibility for handling the implementation of this policy.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident. The information stored will be used to ensure consistency and to evaluate whether the school approach is effective. It will also identify trends and inform preventative work in school and evaluation of impact of the policy.

This information will be presented to the governors as part of a term report.

Guidance

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:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begg to be driven to school
- 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
- Feeling 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 bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts and bruises
- Come home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone

- Is nervous and jumpy when a cyber-message is received

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

Helping Students

In order to support students, Jubilee High School will:

- Ensure that the policy is readily available to staff, parents and students via the website
- Explain that everyone has a part to play in preventing bullying – no one is allowed to be a bystander. Anyone who knows about or witnesses bullying, must tell and get help
- Act when told about any kind of bullying
- Be aware and vigilant. If possible, the staff should try to uncover the bullying as this protects the victims from being seen as grassing and further risking their safety
- Provide a private way for frightened victims to tell, such as individual meetings
- Ensure that the PSHE programme includes lessons and assemblies in self-esteem and friendship skills, assertiveness, handling conflict
- Teach all students bullying prevention methods such as:
 - Ignore the bullying, pretend not to hear
 - Walk away quickly; use body language to look determined and strong and positive even if you feel frightened inside
 - Shout NO, GO AWAY as loudly as possible
 - Always tell a trusted adult if you are bullied