

ANTI-BULLYING POLICY

Last Review: Autumn Term 2024
Updated: Spring Term 2025
Next Review: Autumn Term 2025
Committee: Inclusion

This policy is to be read in conjunction with the “Linked Documents” listed at the end.

Statement of Intent

JCoSS is committed to providing a caring, nurturing and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at JCoSS. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Our watchword is “Tell, tell, tell”. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

The JCoSS ethos is the basis of good interaction between all, focussing on the central concept of *menschlichkeit* – being a good, considerate person.

Definition of Bullying

Bullying can be defined as ‘behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’ DFE Preventing and Tackling Bullying. July 2017. No one deserves to be a victim of bullying; everybody has the right to be treated with respect. Not all hurtful behaviour is bullying; on the other hand, it is possible to feel bullied by someone who is unaware of the impact of their behaviour. While all hurtful behaviour needs to be challenged, bullying is a category that needs a particular response because of the impact it has on victims and the habits of mind that often exist in those who bully.

Students can be bullied for a variety of reasons. Specific types of bullying include but are not limited to:

- Emotional being unfriendly, demonstrating exclusive behaviour, tormenting (e.g. hiding books, threatening gestures or ‘micro-aggressions’: repeated actions or suggestions that allude to the victim without naming or identifying them explicitly, such as ‘in-jokes’ or catchphrases)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, including supremacist intra-Jewish taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Gender related because of, or focussing on, gender
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, e.g. camera & video facilities

The School recognises that bullying can be done by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. Even if the bullying takes place outside of school, it can have a negative impact on the behaviour within school and will be dealt with accordingly. The School has a duty of care to all students that extends beyond the classroom.

Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students 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. Students and parents should be assured that they will be supported when bullying is reported.

Prevention of bullying

There are many ways to prevent bullying. Strategies adopted include the following:

- The School aims to create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others
- Recognising that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse)
- Recognising the potential for children with SEN and disabilities to be disproportionately impacted by bullying and implementing additional support as required
- Openly discussing differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance related difference
- Challenging practice and language (including 'banter') which does not uphold the School's values of tolerance, non – discrimination and respect for others
- Actively creating 'safe spaces' for vulnerable children and young people
- Maintaining an active and visible staff presence at break time, lunch time and before school
- Regularly raising awareness of what bullying is through assemblies, the Kvutzah (PSHE) curriculum and Form Time activities
- Adopting and promoting a 'Bystander Intervention Model' approach to bullying and abuse
- Completing regular premises safeguarding audits to identify and address elements of the environment which might facilitate bullying
- Ensuring that students are clear about how to report their experiences and how to access sources of support and by providing a variety of avenues for both
- Using student voice to gain a student perspective on bullying, its prevalence within the school and how best to tackle it including the use of 'Anti Bullying Ambassadors' from within the student body and a variety of peer led initiatives designed to support those who experience bullying
- Taking appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the School's attention
- Implementing appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable
- Using a variety of techniques to resolve the issues between those who bully and those who have been bullied
- Training all staff to identify all forms of bullying and take appropriate action, following the School's policies and procedures, including recording and reporting incidents
- Providing opportunities to develop pupils' social and emotional skills, including building their resilience, self-esteem and confidence

Responding to bullying

The school will always aim to tackle reported instances of bullying in a reasonable, proportionate and consistent way. Our primary aim is to prevent and / or stop any continuation of the harmful behaviour, to safeguard the student who has experienced bullying and to trigger sources of support. Even if the bullying takes place outside of school, it can have a negative impact on the behaviour within school and will be dealt with accordingly. The School has a duty of care to all students that extends beyond the classroom.

Any student who involved themselves in bullying behaviour can expect consequences to be applied in line with the School's Behaviour for Learning policy. The school also places importance on the fact that the students learn from the experience and develop their own emotional intelligence.

In the event of a disclosure we would seek to:

- Establish a supportive and safe environment
- Reassure the student who has disclosed
- Appreciate a victim's need to see that positive action is taken
- Inform parents, when appropriate
- Give feedback to the victim when appropriate
- Recognise the need to use agencies as appropriate, including involving the police where necessary
- Use restorative approaches to repair the relationship where appropriate and taking in to consideration the wishes of the victim
- Bring about a lasting change of behaviour in the bully

The following procedure should be followed when an incident is disclosed:

- A bullying incident is reported to the Head of Year or Deputy Head of Year
- Repeated incidents of bullying will be referred to the Assistant Headteacher for Behaviour and Attitudes, in order to support the victim and reform the bully
- Heads of Year will discuss bullying concerns and interview (taking written statements where appropriate) any students involved or witnesses, taking the time necessary to establish a clear understanding of the situation
- Parents will be informed, where appropriate, and may be asked to come in for a meeting to discuss the problem
- If a student is considered to have been involved in bullying behaviour consequences will be issued to them in line with the Behaviour for Learning Policy
- Supportive measures will be put in place for the victim, as appropriate
- The Head of Year or Deputy Head of Year will monitor the bully and the victim over time to ensure that repeated bullying does not take place

Linked Policies & documents

1. Behaviour for Learning Policy (explains sanctions and rewards)
2. Home School Agreement (underpins the general expectations of behaviour).
3. Child on Child Abuse Policy
4. Safeguarding Policy

Review

The School will monitor incidents of bullying in several ways:

- All incidents will be logged on the MIS system (and in the most serious of cases on CPOMS) and analysed termly
- Heads of Year and the Assistant Headteacher for Behaviour and Attitudes will analyse the data in relation to students, locations, age groups and patterns of occurrence and report back to the wider SLT
- Annual student and parent surveys will include questions specifically about the issues of bullying and Child on Child abuse in order to facilitate identification of necessary actions to improve the School's anti-bullying strategies
- The Governor's Inclusion panel will monitor the effectiveness of this policy. This policy will be reviewed every two years.

Appendix A

Signs and symptoms that may indicate bullying

A child may indicate by signs or behaviour that they are 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
- Begs 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
- 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 bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes 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 behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Indications of those at risk from bullying may include:

- Lack of friends
- Isolation
- Poor communication and/or co-ordination
- Unusual physical characteristics
- Volatile, sulky or tearful behaviour
- Inexplicable behaviour
- Choosing to stay with adults
- Illness and absenteeism
- Lateness
- Unpopular families
- Accents or racial differences
- Vulnerability through SEND or child protection issues
- Returning to school after being ill for an extensive time

Signs a child is bullying others (taken from stopbullying.gov website)

Children may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Have unexplained extra money or new belongings
- Blame others for their problems
- Do not accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

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

Appendix B

Advice for staff

The physical environment is no longer the only place in which bullying can take place. Technology is increasingly being used to 'cyber-bully' others. Whether this use of technology happens within or outside the confines of school it is still the responsibility of school to address the issue and adopt the same anti-bullying practice as would be used in the physical world. The playground is still the most typical place that bullying takes place, but corridors, toilets and classrooms are also common sites.

Key points to observe with all forms of bullying:

- Never ignore suspected bullying
- Do not make premature assumptions or ask leading questions.
- Listen carefully to all accounts – several students saying the same thing does not necessarily mean they are telling the truth.
- Follow-up repeatedly, checking bullying has not resumed.
- With cyber-bullying make sure the victim saves evidence rather than deletes it.

The five points above provide guidance for all staff but must be carried out in conjunction with the school referral procedure by the appropriate Heads of Year / Heads of Key Stage

Appendix C

Useful links and supporting organisations

- Anti-Bullying Alliance: <https://www.anti-bullyingalliance.org.uk/>
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: <https://www.bullyinginterventiongroup.org/big-award>
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: <https://carers.org/about-caring/about-young-carers>
- The Restorative Justice Council: <https://restorativejustice.org.uk/restorative-practiceeducation>
- SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
- <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/onlinebullying/online-bullying-and-sendisability>
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/ukcouncil-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: <https://annefrank.org.uk/>
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational
- LGBT
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW):
- <https://www.endviolenceagainstwomen.org.uk/>
- <https://www.endviolenceagainstwomen.org.uk/wp-content/uploads/EVAW-CoalitionSchools-Guide.pdf>
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
<http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying>
- Anti-bullying Alliance: advice for school staff and professionals about developing effective
- Anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-gender-related)