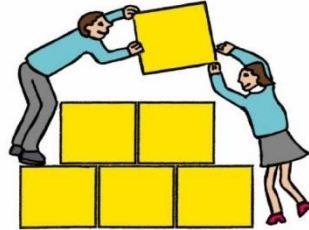


**Sproston
Junior School**



Building and Working Together

Anti-Bullying

Policy

School Statement

Sprowston Junior believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school. We aim to develop the children to be resilient and independent learners whom are respectful of one another's views and differences.

The Education and Inspections Act 2006, outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents/carers.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at Sprowston Junior.

1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998

1.2. This policy will be implemented in conjunction with the school's:

- Behavioural Policy
- E-safety Policy

2. Definition

- 2.1. For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.
- 2.2. Bullying is generally characterised by:
 - Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
 - Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
 - Targeting: Bullying is generally targeted at a specific individual or group.
 - Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

3. Types of bullying

- 3.1. Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.
- 3.2. Bullying can be acted out through the following mediums:
 - Indirect
 - Verbally
 - Physically
 - Emotionally
 - Online (Cyber)
- 3.3. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- 3.4. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- 3.5. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- 3.6. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- 3.7. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or

intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

4. Statutory implications

- 4.1. Under the Equality Act 2010, the school understands that it has a responsibility to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.
- 4.2. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
 - Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
 - The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
 - Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
 - Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

5. Prevention

- 5.1. The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement ([Statement of intent](#)) which is regularly promoted across the whole school.
- 5.2. All reported or witnessed instances of bullying in the school are challenged by staff.
- 5.3. Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work every day in school.
- 5.4. Anti-Bullying Week is celebrated every year and the children regularly discuss what bullying means in School Council

- 5.5. PSHE develops assertive behaviour strategies and children learn how to act as a bystander
- 5.6. Playground buddies work alongside the staff to help children to sort out their differences
- 5.7. All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.
- 5.8. All members of the school community are made aware of the school's Anti-Bullying Policy.
- 5.9. A safe, supervised place is always made available for pupils to go to at lunch if they are involved in conflict with their peers

6. Signs of bullying

- 6.1. Some of the signs that a pupil may be victim of bullying include, but are not limited to, the following:
 - Being frightened to travel to or from school
 - Asking to be driven to school
 - Unwillingness to attend school
 - Truancy
 - Becoming anxious or lacking confidence
 - Saying that they feel ill in the morning
 - Decreased involvement in school work
 - Returning home with torn clothes or damaged possessions
 - Missing possessions
 - Missing dinner money
 - Asking for extra money or stealing
 - Cuts or bruises
 - Lack of appetite
 - Unwillingness to use the internet or mobile devices
 - Becoming agitated when receiving calls or text messages
 - Lack of eye contact
 - Becoming short tempered
 - Change in behaviour and attitude at home
- 6.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental issues

- 6.3. Pupils who display a significant number of these signs are engaged with, in order to determine the underlying issues, whether they are due to bullying or other issues.

7. Staff principles

- 7.1. Prevention is at the forefront of the school's Anti-Bullying Policy.
- 7.2. Staff treat reports of bullying very seriously.
- 7.3. Staff do not ignore signs of suspected bullying.
- 7.4. Unpleasantness from one pupil towards another is always challenged and never ignored.
- 7.5. All staff take action immediately
- 7.6. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to.

8. Roles and responsibilities

- 8.1. The governing body evaluates and reviews this policy to ensure that it is non-discriminatory.
- 8.2. It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.
- 8.3. The headteacher reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- 8.4. School staff keep a record of all reported incidents in a behaviour log
- 8.5. The headteacher arranges appropriate training for staff members.
- 8.6. All staff will avoid gender stereotyping when dealing with bullying.
- 8.7. Parents/carers are advised to inform their child's class teacher if they are concerned that their child may be bullied or be involved in bullying. They are advised not to encourage retaliation and to cooperate with school.
- 8.8. Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying.

- 8.9. Pupils are taught not to make counter-threats if they are victims of bullying.
- 8.10. Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.
- 8.11. Pupils are asked to tell a trusted adult if they see others being bullied or at the risk of being bullied.
- 8.12. Pupils are advised to retain all evidence of cyber bullying.

9. Procedures

- 9.1. When investigating a bullying incident, the following procedures are adopted:
 - The victim, alleged bully and witnesses are all spoken to separately
 - If a pupil is injured, members of staff take the pupil immediately to the school medical room for a medical opinion on the extent of their injuries
 - Witnesses are spoken to about any alleged incidents
 - If appropriate, all parties (alleged bully, victim, witnesses) are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
 - Premature assumptions are not made, as it is important not to be judgemental at this stage
 - Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame
- 9.2. Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

10. Sanctions

- 10.1. If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents with **sanctions appropriate to the situation** and warnings of future sanctions.
- 10.2. If possible, the headteacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

- 10.3. It will be explained to the bullying pupil that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- 10.4. Parents/carers are informed of bullying incidents and what action is being taken.

11. Support

- 11.1. The school staff involved informally checks whether the bullying has stopped on a regular basis after the initial complaint of bullying
- 11.2. The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

12. Follow up support

- 12.1. If appropriate, follow-up correspondence is arranged with parents/carers
- 12.2. Pupils who have been bullied are supported in the following ways:
 - Being listened to
 - Having an immediate opportunity to meet with a member of staff of their choice
 - Being reassured
 - Being offered continued support and further specialist help if needed
- 12.3. Pupils who have bullied others are supported in the following ways:
 - Receiving a consequence for their actions
 - Being able to discuss what happened
 - Reflecting on why they became involved
 - Understanding what they did wrong and why they need to change their behaviour
 - Appropriate assistance from parents/carers

13. Bullying outside of school

- 13.1. The headteacher has the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere local to the school premises, such as on the park or other areas of the Recreation Ground. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.
- 13.2. Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, the senior member of staff can only sanction the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

13.3. The headteacher has 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 the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.

13.4. The headteacher is responsible for determining whether it is appropriate to notify the police in any instance.

14. Policy review

14.1. This policy is reviewed every two years by the headteacher and the safeguarding lead. The scheduled review will be October 2020.

Reviewed: Summer 2021

To be reviewed: Summer 2023

Signed by:

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Headteacher

Date: _____

Chair of Governors

Date: _____