

James Watt Primary School

Anti-Bullying Policy

Signed by The Chair of The Governing Board:	
Date policy ratified by governing body:	20 th October 2022
Date of policy's review:	October 2024

1. Bullying

1.1 Our anti-bullying vision

We strive to create a culture based on our core values of collaboration, aspiration, respect, equality and responsibility. It is our duty as adults working in school to provide a safe and secure environment for all pupils. A safe school should be free from violence, should encourage a caring and respectful environment and should be physically and psychologically healthy. We must all strive to uphold this healthy environment.

At James Watt Primary School, we believe that all forms of bullying are unacceptable and should not be tolerated. We want all children to be and feel safe from bullying and all forms of discrimination. We want everyone who works with children to take bullying seriously and know how to resolve it positively.

As bullying happens at all levels of society we seek to empower our pupils to challenge, remedy and prevent bullying, creating a culture where every child is treated with dignity and respect and takes seriously their responsibility to treat others in the same way.

1.2 A definition of bullying

There is no legal definition of bullying but James Watt Primary School adopts the 'Anti-Bullying Alliance' definition of bullying:

"Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim."

1.3 Bullying behaviour

Bullying can take many forms, including:

- Verbal name calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, taunting, bragging, ridicule
- Physical unprovoked assaults such as prodding, pushing, hitting or kicking, 'rushing', shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as weapons
- Social humiliation through exclusion or rejection by peer group, 'blanking', spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor

- Cyberbullying via the internet, email or mobile phone, e.g. text messages, phone calls, pictures/video clips, chat rooms, instant messages or posting on websites or message boards
- Non-verbal staring, throwing dirty looks, gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence, spitting, stalking, refusing to touch, playing mind games
- Provocative Inciting others to behave in a threatening, racist, sexist or homophobic way, bringing provocative literature or homophobic propaganda onto the school site
- Other: Extortion, blackmail, hiding or interfering with personal property, etc., forcing to take part in embarrassing initiation rites or humiliating acts, seeking sexual favours.

Anyone can be a target of bullying with any person as an instigator, but vulnerable groups include those with SEN or disabilities. People can be bullied as a result of their race, culture, religion, sexual orientation, appearance, home circumstances, or for many other reasons which may be perceived or due to stereotyping.

Bullying is different from fighting, which can usually be defined as a one-off incident with the purpose of resolving immediate conflict. Nor does a falling out between friends constitute bullying, although bullying may result from this.

1.4 Racist bullying

Racist bullying relates to discriminatory attitudes, beliefs, behaviour, distinctions, exclusions, restrictions or preferences that are based on presumptions about a person's colour, descent, national or ethnic origin, migrant status or religion. The bullying suffered can include verbal and physical abuse by an individual or group towards an individual or group of people

The Stephen Lawrence Inquiry Report, (2006) defines racism as:

"... Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form".

Incidents of racism can take place in all schools – and need not necessarily be directed towards someone in the school.

- The Education Reform Act (1988) requires schools' governing bodies to discharge their responsibilities without racial discrimination and to ensure that no unlawful discrimination takes place in their school.

James Watt Primary School provides an education and working environment in which all participants are equal and fairly treated. We foster a climate of respect for cultural diversity, of flexibility and acceptance with regard to cultural difference, creating an environment free

from discrimination on the basis of perceptions about race. James Watt Primary School will not tolerate any act of racism towards any member of the school community.

All incidents of racism will be dealt with at school and parents will be informed immediately. Information regarding the process for dealing with racist bullying is included within this document. Legally all incidents are logged and the numbers reported to the Local Authority.

1.5 Homophobic bullying

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay, bisexual or transgender people (LGBT), or against those perceived to be lesbian, gay, bisexual or transgender. It can also be targeted towards pupils who are seen to be “different” in some other way, for example, because they may be considered shy by other pupils. In this way, a person’s identity is used to abuse them and homophobic bullying can therefore be experienced by all pupils, regardless of their sexuality.

The bullying suffered can include verbal and physical abuse by an individual or group towards an individual or group of people.

- The Education Reform Act (1988) requires schools’ governing bodies [...] to ensure that no unlawful discrimination takes place in their school.

James Watt Primary School provides an education and working environment in which all participants are equal and fairly treated. We foster a climate of respect for cultural diversity, of flexibility and acceptance with regard to cultural difference, creating an environment free from discrimination on the basis of perceptions about sexual orientation. James Watt Primary School will not tolerate any act of homophobia towards any member of the school community.

All incidents of homophobia will be dealt with at school and parents will be informed immediately. Information regarding the process for dealing with homophobic bullying is included within this document.

1.6 Cyberbullying

Cyberbullying is bullying via electronic means. This could be via a smart phone, computer, laptop, tablet or online gaming platform. It can take place on a range of online or mobile services, such as text, email, social networking sites, video-hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games.

Cyberbullying can be an extension of bullying behaviour that is already happening in school or the wider community – or it can be between people that rarely meet face to face – or have never met in person. Cyberbullying has some unique characteristics that make it particularly painful to experience and presents particular challenges to which we will discuss in this guidance.

Cyberbullying can take a wide range of forms. It can be threats and intimidation, name-calling, harassment, exclusion, gaining access to unauthorised information online or 'hacking', impersonation, posting personal information, sexting/sexualised or manipulation.

1.7 Bullying due to Special Educational Needs and/or Disabilities (SEND)

Special Educational Needs and Disability (SEND) covers a diverse population of children and young people with a range of physical, learning, behavioural and sensory needs. Children and young people with special educational needs and/or disabilities (SEND) are significantly more likely to be bullied or victimised than those who do not have any SEND.

Children with SEN and disabilities are adversely affected by negative attitudes and perceptions of difference including forms of discrimination which often involves bullying.

- The Disability Discrimination Act 1995 (as amended), section 49A, requires schools to take a proactive approach to promoting disability equality and eliminating discrimination. Among its provisions are requirements on schools to promote positive attitudes towards disabled people and to eliminate harassment.

The school's SENCO has a key role to play in ensuring the wellbeing of children with SEN and disabilities, and will therefore be directly involved in all incidents of bullying involving these pupils.

2. Implementation of the anti-bullying policy

2.1 In order to prevent bullying the school will:

- raise the awareness of the school's anti-bullying policy amongst parents
- raise the awareness of the school's anti-bullying policy amongst pupils
- develop a whole school approach to dealing with bullying
- develop emotional and social learning across the school
- develop a 'telling culture' amongst all pupils
- to always investigate and act when bullying incidents are reported
- encourage anti-bullying approaches that are focused on generating solutions through restorative approaches to conflict.
- ensure that all emotional and practical support is provided during and after incidents of bullying to all pupils involved in bullying, including victims.
- to collect, monitor and analyse bullying behaviour
- work proactively with the local community and external agencies, including West Midlands Police, in order to address bullying and its impact.
- participate in national activities such as Anti-Bullying Week ensuring that is this high profile around the school.
- use pupil voice throughout the year to gauge the effectiveness of our anti-bullying measures.
- ensure that the school's anti-bullying charter is updated yearly following pupil consultation (Ambassadors and School council).

2.2 In order to prevent bullying all staff at the school will:

- promote a culture where bullying is unacceptable and where 'telling' is the norm
- challenge all forms of bullying including cyberbullying and discriminatory bullying.
- ensure that effective and consistent intervention happens immediately when bullying occurs
- model positive relationships and communication at all times with pupils and staff
- engage pupils with the issue of bullying through the PSHE/Citizenship and
- SMSC curriculum.

2.3 In order to prevent bullying the governing body will:

- meet regularly with the DSL to discuss incidents of bullying and discrimination and the school's response.
- analyse school data around bullying and discrimination and evaluate the effectiveness of the school's anti-bullying measures.
- review and ratify the school's anti-bullying policy annually.

2.3 In order to prevent bullying all pupils at the School will:

- follow the school's code of conduct, ensuring that they are ready, respectful and safe at all times.
- model and promote the school's core values of collaboration, aspiration, equality, respect and responsibility.
- challenge all forms of bullying and discrimination in the school and local community.
- report incidents or suspected incidents where bullying occurs to themselves or others to a staff member.

In order to prevent bullying, our parents will:

- ensure that they know and understand the school's anti-bullying policy.
- watch for signs of bullying in their child that could include one or more of the following:

1. Dramatic changes in character, e.g. an outgoing child becoming withdrawn, e.g. an outgoing child becoming withdrawn or a shy child becoming aggressive.
2. Over a period of time a difficulty sleeping.
3. Claiming to have unexplained illness which prevent them from going to school.
4. Unexplained marks or bruises which might indicate physical abuse.
5. Truancing school/ School refusing.
6. Wishing to avoid certain people or places.
7. Asking for advice in the third person, e.g. "My friend is being bullied, what should I do?"
8. Spending more time online (research indicates that victims of cyberbullying are driven to spend more time on social media)

- take an active interest in their child's social life or group of friends;
- report any concerns regarding bullying immediately to the school (contact Mrs Smith, Mrs Nener)
- advise their child to report the incident to their teacher;
- encourage their children not to retaliate and to be actively involved in the school's response to bullying, including restorative approaches;
- work closely with the school, and external agencies, to resolve issues of bullying.

General anti-bullying practice 3

3.1 Establishing and reviewing the anti-bullying policy

Our anti-bullying policy will be reviewed annually in accordance with Department for Education guidance, or in response to an incident, or incidents that necessitate an immediate review.

3.2 Developing a whole organisational approach

Preventing and intervening in incidents of bullying is the responsibility of everyone in the school community including governors, staff, young people and parents/carers. It is therefore important that we make sure that everyone knows and understands the school's anti-bullying policy and how to apply it consistently.

Preventative and intervention strategies for bullying behaviour lay at the very core of the school's Behaviour for Learning Policy and the curriculum. The PSHE & the Rights Respecting Schools curriculum includes a programme of study including the following areas:

- friends, friendship & bullying
- diversity, identity and multiculturalism
- relationships
- emotional Health & wellbeing
- human rights and responsibilities
- making and applying the law
- online safety
- equality

Spiritual, moral, social and cultural development and fundamental British values permeate all areas of the school and are actively promoted by all staff. This ensures that all pupils are prepared for life in modern Britain and that they develop the attitudes, beliefs, qualities and values to prevent, and respond to incidents of bullying effectively.

We are a fully restorative school and are committed to using restorative approaches to conflict, including mediation and conferences, to addressing relational problems including bullying.

Pupil leadership opportunities, including school councillors, playground ambassadors, sports' ambassadors, Young People's Parliament leaders to ensure that pupils are empowered to assume responsibility for preventing and responding to incidents of bullying.

The School Council and Ambassadors are involved in the development of effective anti-bullying practice (writing an Anti-Bullying Charter) and will review the school's anti-bullying policy annually.

3.3 Developing social and emotional learning

Helping young people to be aware of, and develop, these aspects of learning is a significant preventative anti-bullying strategy – having friends, for example, is a known significant protective factor against bullying.

Our PSHE and RRS programme actively engages pupils with social and emotional aspects of learning:

- self-awareness
- managing feelings and self-regulation (including conflict resolution and anger management)
- empathy
- motivation
- social skills

3.4 Developing a ‘telling’ culture

There were 312 returns in a parental survey (October 2021) where 90.1% of parents agreed or strongly agreed that the school “deals effectively with bullying”. However, a further 8.3% had ticked the “Don’t know” column, suggesting that bullying does not affect them or their child/ren).

Given this information, James Watt Primary School is committed to develop a culture that:

- make it clear that bullying is everyone’s business, that telling someone when it does happen is an expectation and that this does not make them a ‘snitch’ or a ‘grass’;
- reassure young people that they will be taken seriously and kept safe if they tell someone about a problem with bullying;
- are supportive towards young people when they tell the someone by listening carefully;
- investigating appropriately, taking action, communicating regularly and offering longer-term support, as necessary;
- give young people information about other sources of support.

Pupils may report an incident of bullying to any member of staff, as above.

3.5 Investigating and acting

We also know from a variety of research that some young people experience times when they tell adults about incidents of bullying and feel that the incident is either ignored, or dealt with inappropriately. All schools have a duty to safeguard young people, so it is crucial that staff investigate thoroughly when an incident of bullying comes to light, take appropriate action and keep those involved informed.

4. Anti-bullying Procedures

The following procedures must be followed at all times when responding to incidents of bullying and/or discrimination:

4.1 Bullying incident reported

It can take courage for pupils to report a bullying incident, whether they are a victim, bystander or have used bullying behaviour.

The Department for Education released the following statement in regards to bullying outside of school premises:

“Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only). This includes bullying that happens anywhere off the school premises, e.g. on public transport or in a town centre.”

Where incidents that happen outside school are clearly having a detrimental effect on the life of the school we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

Adults receiving the information should show that they are listening; the young person/people reporting the incident should feel that they have been listened to carefully and that they are being taken seriously.

At this stage it should be clearly established, using the school’s definition of bullying, that the incident reported is one of bullying. The incident should then be referred immediately to the Deputy Head teachers for investigation.

4.2 Is there a child protection concern?

All staff must be alert to whether there may be a child protection concern and follow the correct procedures if they think this is the case. Please refer to the school’s Child Protection Policy for further information.

4.3 Investigate the incident

An Assistant Head Teacher/ Head Teacher must inform the parents, and alleged perpetrator, involved that there has been a possible incident of bullying. It is crucial that effective communication between all parties involved is maintained at all points.

A clear account of the incident will be recorded. The relevant Assistant Head/ Head Teacher will use open questions when interviewing those involved including:

- What has been happening?

- Who has been involved?
- How have those involved been affected?
- Where did the incident(s) take place?
- When did the incident(s) take place?
- What happened just before/after the incident(s) took place?
- How often has this been happening?
- Over what period of time has this been happening?
- What were you thinking/feeling at the time of the incident(s)?
- What have you been thinking/feeling since?

The Assistant Head/s will also summarise, at regular intervals, what has been heard back to the person being interviewed. Summarising enables everyone involved in the conversation to finish it with a common understanding of what happened; for a person talking about a difficult situation for the first time, feeling understood will be very important.

4.4 Searching and confiscating a pupil's property

Schools can search pupils' property in some circumstances. Section 85 clause 3A of the Education Act 2011 states that a school doesn't need the consent of the child in question if they believe "that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency". For example if the child is carrying prohibited items into school property. Prohibited items include; alcohol; drugs; weapons; tobacco or any pornographic images. All these items can be confiscated without question.

Note: no member of staff is permitted to search the content of a pupil's mobile phone or electronic device. If there are concerns regarding the content on such a device (e.g. in the event of cyberbullying) this must be raised immediately with the DSL who will liaise with the Head Teacher.

4.5 Plan and take action

At this stage, whatever response has been decided on should be planned in detail, put into place, and recorded as part of the school's data collection and monitoring processes. All incidents of bullying will be recorded on CPOMS. The school's response to incidents of bullying will be unique to each and every situation. There will be two forms of intervention:

Targeted, low to mid-level intervention strategies

i. Small group work/ Individual work

Programmes of work, which are designed for pupils to meet a range of specific needs, i.e. social skills, anger management, assertiveness skills (standing up to people who bully is known to be an effective response; some young people need extra help to do this) and raising self-esteem. Pupils who exhibit bullying behaviour and those who experience bullying can both benefit from targeted work.

ii. Circle Time

Circle Time is a social skills intervention. The main objective of a Circle Time is to assist an individual, who is experiencing rejection by their peer group, in making stronger friendships. The young person concerned may be experiencing emotional, behavioural or social difficulties, or lack social skills (which may include exhibiting bullying behaviour or may result in being bullied). The isolated young person is often referred to as the 'focus' person.

What makes Circle Time different from many social skills interventions is that it enlists the help of the peer group in providing support and engaging in problem solving with the focus person. Having friends is a known protective factor in relation to bullying. This special group set and review targets with the focus person in a weekly meeting facilitated by an adult, and support him or her in achieving these targets.

iii. Restorative discussion

A restorative discussion or chat takes place between an adult and a young person, usually when the young person has caused some harm. The intention is to enable the young person to understand what happened, what effect the situation had on others, what they need to do to put things right, and what strategies they could adopt to avoid a similar thing happening in future.

It is the young person who comes up with the answers, supported by the adult. This conversation contrasts with a 'disciplinary' conversation, the intention of which is to do with authority, control and deterrence, and normally involves the adult telling the young person what they have done wrong as well as what's going to happen as a result – often without the initial problem being talked about or resolved?

Restorative discussions, like their alternative, happen informally at any time in response to everyday low-level incidents. The interaction between adult and young person may take only a few moments, but each one gives the pupil a clear message about the organisation's values around relationships and problem solving.

iv. Mini-restorative conferences

Mini-conferences are simply small-scale versions of a restorative conference involving only those people directly involved in an incident and a facilitator. They normally follow a similar structure to a full conference. They are suitable for addressing minor incidents in school which would not normally need parental involvement. Mini-conferences need some preparation – the facilitator needs to speak to everyone involved separately to hear their stories, and also to prepare them for the meeting.

v. Internal Suspension

All pupils proven to be involved in an act of bullying, or discrimination, will be Internally suspended for a minimum period of two days, unless the incident requires an alternative,

more severe sanction. Internal exclusion removes the bully from the peer group thereby making the statement that bullying will not be tolerated at James Watt Primary School.

Internal suspension is not used where there is a reoccurrence of a bullying incident or where a pupil demonstrates bullying behaviour in a different context. In such cases intensive high-level intervention is required.

Intensive high-level intervention

A small number of young people need intensive help with types of behaviour that mean their relationships frequently break down and they experience a significant amount of conflict. The strategies below outline more specialist support available to these young people.

i. One-to-one support and signposting to external agencies for additional support

In some serious cases, the young person exhibiting the bullying behaviour and/or the person on the receiving end of the behaviour will have such complex needs around their social and emotional behaviour that they require one-to-one intervention as part of a package of support. This may be from within the organisation, for example through the School Nurse, Psychologist or Social Worker, or be specialist intervention from an external agency, for example West Midlands Police School Link Officer, Victim Support or the Think First team.

ii. Full restorative conferences

A formal conference is appropriate when the incident being discussed is serious enough to warrant involving parents /carers. Generally the aim is to involve all those who are directly affected, whether they are staff, pupils or family members.

This type of conference involves careful preparation. All participants need to understand the purpose of the conference and how it will work. During the conference each participant is given the opportunity to say what has happened and how it has affected them. Later all are invited to suggest what needs to happen to repair the harm that has been done. Usually an agreement is written down and signed by everyone present.

The conference process can be highly effective for those who have caused harm as it makes the effect their actions have had on others crystal clear. This clarity, in all but the most exceptional individuals, brings a sense of remorse. Although this feeling can be difficult, the setting is also supportive; the wrongdoers have the chance to make amends and be accepted – with support – back into their school, class, friendship group. For those who have been harmed, a conference provides the chance to say how they have been affected and express their needs. Their views are paramount in understanding how the harm can be healed, and they often find the process satisfying as it gives them a say in what will be happen next.

iii. Class or group restorative conferences

These are meetings involving a whole class organised to explore any problems that are disrupting learning. In preparation for the conference every member of the class is asked to write down anonymously what they think is happening in the class, and what is getting in the way of learning.

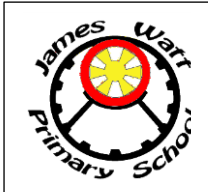
The facilitator begins the conference by reading these statements to the class. The problems identified are then worked through using a highly structured process. The class sits in a circle, with each member of the class having an opportunity to say both how they have been affected and, later, to take responsibility for any harm they have caused. Very clear ground rules are made with the class about how the discussion will take place, including the right to pass when it is their go.

Clear ground rules ensure that everyone is listened to and has a voice in the process. Classroom conferences can be used to discuss general behaviour issues or to deal with specific behaviours by particular individuals. As with formal restorative conferences, they normally result in a written agreement signed by all present.

iv. Suspension

As the school has a duty of care to the whole school community the Head Teacher may decide that, following the outcome of evidence based investigation that an incident of bullying should lead to a suspension. There may also be cases where the balance of probability is overwhelming so the Head Teacher may decide to exclude a child for their own safety and the safety of others.

In cases of repeat incidents involving one individual pupil suspension will be an immediate sanction. In certain extreme cases the Head Teacher may decide that an incident of bullying should lead to Permanent Exclusion. Please refer to the Behaviour for learning policy for further details regarding exclusions from school. Please note that all suspensions will be followed by a formal meeting with the relevant Deputy Head Teacher, pupils and parents. At this meeting, pupils and parents will be required to sign a behaviour contract that warns all parties of the consequences of continued bullying behaviour.



James Watt Primary School Anti-bullying Policy

Procedures for responding to incidents of cyberbullying

