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# Edward Jenner School

# ANTI-BULLYING POLICY

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|  | Date | Signed |
| Date reviewed | March 2024 | L Allen |
| Ratified by Head | March 2024 | A Brookes |
| Date of next review | March 2025 | |

**Aim**

Our aim is to provide an environment within Edward Jenner School where all students and staff feel safe and are encouraged to report any incident of bullying and feel comfortable in doing so, confident that it will be pursued*.*

All students have the right to:

* Feel happy and safe and secure in school
* Move around the site and not be frightened of anything or any person
* Be treated with respect
* Be respected no matter what their ability, colour of skin, nationality, religion, physical appearance or sexual orientation
* Be protected against a bully
* Be treated equally by members of staff
* Be supported whether they are being bullied or are the bully.
* All adults have the right to:
  + Be able to conduct their role without interference from other people that damages their confidence and self-esteem;
  + Be respected by colleagues, students and parents.

Guidance is drawn from : DFE July 2017

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

**Objectives**

* To understand what bullying is;
* To recognise and report any kind of bullying;
* To know where to seek help and support (both in and out of school);
* To follow the policy guidelines if bullying is suspected.
* To understand Hate Incidents and Hate Crimes and know when to seek help

**General statement**

Edward Jenner School believes that every student and member of staff has the right to be happy and feel safe at school. The school is committed to safeguarding all members of the school community, both students and adults and we expect all staff and volunteers to share this commitment, which is integral to the school ethos and values.

No student or adult deserves to be bullied and bullying of any kind will not be tolerated.

Students are constantly encouraged to confide in staff and understand explicitly that bullying is not something they have to endure and has no part to play in the life at EJS. However, if identified and in partnership with the students, staff, parents, outside agencies, (including the police), every effort will be made to stop the bullying, support the victim and re-educate the bully. To ignore an act of bullying is to condone it.

Hate incidents come under the definition of bullying at EJS. We treat them very seriously. Hate incidents are an act of bullying directed at a person because they are different from the perpetrator.

A hate crime is when a crime is committed against a person because of who they are and what they believe. The Law defines a hate crime *“This is an act of violence, hostility and intimidation against someone because of their identity or because they are seen as being different.”* See annex 2 for the Gloucestershire Police Hate Crime Plan.

**Definition**

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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DFE July 2017)

A person is bullied when he or she has difficulty defending himself or herself and where there is an imbalance of power or strength. (Olweus, 1999)

A bullying incident should be treated as a Child Protection concern when there is ‘reasonable cause’ to suspect that a child is suffering or is likely to suffer significant harm.

This five-point definition mirrors a definition produced by James in a research review produced for the NSPCC (James, 2010) <https://dera.ioe.ac.uk/10364/1/Reducing_Bullying_Amongst_the_Worst_Affected.pdf>

The James definition, reproduced in full below is the working definition used throughout this policy:

The five essential components of bullying:

* Intention to harm: bullying is deliberate, with the intention to cause harm. For example, friends teasing each other in a ‘good-natured’ way is not bullying, but a person teasing another with the intention to deliberately upset them is bullying.
* Harmful outcome: one or more persons are hurt physically or emotionally
* Direct or indirect acts: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
* Repetition: bullying involves repeated acts of aggression. An isolated aggressive act, like a fight, is not bullying.
* Unequal power: bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

Bullying can be:

* Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) or being forced to do things;
* Physical pushing, kicking, hitting, spitting, punching, money or property taken or damaged. Any use of violence;
* Verbal name-calling, sarcasm, spreading rumours, teasing;
* Cyber - All areas of internet such as email, gaming and internet chat room misuse, mobile threats by text messaging and phone calls, misuse of associated technology, i.e. camera and video facilities;
* Racist racial taunts, graffiti, gestures;
* Sexual unwanted physical contact or sexually abusive comments;
* Homophobic because of, or focussing on the issue of sexuality;
* Other vulnerable groups include children looked after, traveller groups, children with disability or ability, children with SEN, children from ethnic minorities and/or religious groups.
* motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

**Cyber-bullying**

* The rapid development of, and widespread access to technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. (DFE July 2017)

**Expectations**

**Students:**

Students are often the first to become aware that a peer is being bullied and are encouraged to support each other in telling an adult. Bullying often takes place within a social context. Therefore students are expected to consider their own actions as an individual (as bully, victim or followers/bystanders) or in particular cases, where a group bullies an individual over a period of time.

**Staff**

Staff must:

* take all incidents of bullying seriously;
* Offer the victim immediate support by:
  + Moving closer to those involved – making their presence known;
  + Taking action as quickly as possible;
  + Separating those involved;
  + Reassuring the victim that staff can and will help;
  + Comforting the victim;
  + Communicating sensitively and appropriately with parents.

The bully must be told by the member of staff directly that his/her behaviour is unacceptable and action should be taken to prevent behaviour reoccurring;

All alleged incidents should be recorded within the students file, with an account of the action taken;

The bullying log must be completed, found in the anti-bullying and behaviour file in the office;

Where deemed appropriate the member of the Senior Leadership Team will notify the parents of students involved and arrange a meeting if necessary;

Victims will be supported in recognising that it is not their fault and offered strategies to help them move forward, improving confidence and resilience;

Restorative approaches to resolve issues are at the heart of the school’s work. It is essential that individuals accept responsibility for their behaviour and reflect on the impact that the behaviour has on others. However, sanctions are severe for those repeated offenders who do not comply with advice, guidance, support and intervention. Such sanctions include external periods of exclusion from the school and subsequent intervention from the Head teacher; The police will be involved as and when deemed appropriate;

Each case will be monitored to ensure repeated incidents of bullying do not take place;

Anti- Bullying forms part of the curriculum in thinking.

**Parents**

**Signs and Symptoms**

A student may indicate by signs or behaviour that he or she is being bullied. Parents and school staff should be aware of these possible signs and that they should investigate if a student:

* 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 having 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

**Roles and responsibilities**

The Head teacher has overall responsibility for the policy and its implementation and liaising with outside agencies.

The class teachers are involved in any initial investigations. They will interview the victim(s), alleged bully/bullies and any witnesses and collect statements of evidence to inform the decision-making process. In agreement with a member of the Senior Leadership Team, they will contact the parents of those involved and prescribe the course of action and report the incident, with resolution in the students file

**Monitoring and review**

The following records of Bullying behaviour may be kept or generated:

* Bullying reported incidents; incident and outcomes in the students file log;
* Central log for bullying incidents – a legal requirement;
* Frequent support and guidance from members of the school staff including the class teacher.
* Feedback from students;
* Student and parents safety questionnaires

The Anti Bullying Policy will be reviewed annually, and will take into account the views of students, parents and staff as well as recommended best national and local practice

**Implementation**

This Anti Bullying policy forms part of the ethos of the school

We will endeavour to ensure that:

* students are acutely aware of different forms of bullying and actively try to prevent it from occurring;
* the school has an active and highly effective approach to identifying and tackling bullying;
* all groups of students feel safe at school all the time;
* students understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.
* Students work on developing resilience and self esteem

Policy links, primarily:

1. Behaviour Policy
2. Safeguarding: Child protection Policy including The Prevent Duty
3. E-Safety Policy

**Appendix 1**

This list is for students and parents to get support outside of school if someone they know is being bullied.

Children's Legal Centre <https://www.childrenslegalcentre.com/> 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Family Lives 0808 800 2222

Youth Access 020 8772 9900

Childline 0800 11 11

Bullying Online

[www.Beatbullying.org.uk](http://www.Beatbullying.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) (CEOP)

[www.ghll.org.uk/pink-safeguarding-curriculum](http://www.ghll.org.uk/pink-safeguarding-curriculum)

<https://www.gov.uk/government/publications/prevent-duty-guidance>

**The Law**

**Equalities Act (2010)**

This legislation makes it a duty for all staff to ensure that treat all others fairly.

**Communications Act 2003 (section 127)**

Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment.

**Malicious Communications Act 1988 (section 1)**

This legislation makes it a criminal offence to send an electronic message (e-mail) that conveys indecent, grossly offensive, threatening material or information that is false; or is of an indecent or grossly offensive nature if the purpose was to cause a recipient to suffer distress or anxiety.

**Protection from Harassment Act 1997**

A person must not pursue a course of conduct which amounts to harassment of another and which he/she knows or ought to know amounts to harassment of the other. A person whose course of conduct causes another to fear on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.

**Computer Misuse Act 1990**

This legislation makes it a criminal offence to gain unauthorised access to another students area even if you don’t change/delete any information on the area.

**Annex 2**

**Hate Crime**

Gloucestershire's Hate Crime Plan, 2016 to 2021 - The Chief Constable and the Police and Crime Commissioner for Gloucestershire said we must do more to stop hate crime. They asked for this plan to be written.

<https://www.ghll.org.uk/documents/Gloucester%20Hate%20Crime%20Plan.pdf>

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

For more information on how to respond to Cyber bullying see Cyber Bullying and online safety DFE Preventing and Tackling Bullying July 2017.