St Jude's C of E Junior School
Learning and Achieving Together with God

ANTI-BULLYING POLICY

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

This policy should be read in conjunction with the school Behaviour Policy

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel supported. At St Jude's School, we take an active approach to promoting good behaviour and respect for others. We recognise that the relationship between discipline and bullying is an important one.

Our behaviour policy is reviewed annually and is a pre-requisite for tackling the problem of bullying behaviour. An anti-bullying policy should build upon an effective behaviour policy. Our anti-bullying policy is in line with the Education and Inspectors Act 2006 and follows the advice given in *Bullying – a Charter for Action* (2007) and *Safe to Learn; Embedding anti-bullying work in schools* (2007).

Instances of bullying can happen in all schools. Bullying affects pupils, families, governors, teaching and non-teaching staff. This policy provides a framework for all sections of the school community to be able to deal with instances of unacceptable behaviour at school. We recognise that allowing or condoning bullying may lead to consideration under Child Protection procedures.

We believe that all children have the right to learn, play and interact with each other in comfort, safety and confidence. They should be free from social, physical, emotional and cultural abuse and be able to develop and fulfil their potential without fear or condemnation from other people. No one should suffer the pain and indignity that bullying can cause.

Pupils involved in bullying others may feel they are justified in their actions, or may be reluctant to admit to them. It can be difficult for a member of staff to determine what has occurred and to establish a picture of the events. The pupil who has been accused of the bullying behaviour may also be a victim of poor experiences that have led to learned anti-social behaviour. At St Jude's School we expect all our pupils to be treated with the same respect and understanding and we will ensure that pupils understand that bullying will not be tolerated.

Aims of the Policy
- To protect children from verbal and physical abuse;
- To educate children to become tolerant and understanding of other people's views;
- To listen sympathetically to children;
- To foster trust;
- To promote self-confidence and resilience;
- To enable children to develop strategies for keeping safe;
- To provide a secure environment for learning and achieving;
- To ensure that any reported incidents are dealt with effectively;
- To apply disciplinary sanctions to the pupil causing the bullying and aim that they learn from the experience;
- To produce a consistent school response to any bullying incidents that might occur;
- To educate bullies to behave in ways which do not cause harm in future, to hold them to account for their behaviour and help them to face up to the harm they have caused;
- To address any safeguarding issues that may arise.

A Definition of Bullying

The DfE definition of bullying from 'Preventing and Tackling Bullying' (October 2014) 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 or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

The Anti-Bullying Alliance (ABA) defines bullying as:

'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.' (ABA 2014)

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

Specific types of bullying include:
- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

Bullying can take many forms but the main types are:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming. (See Appendix 1 on cyber bullying)

Bullying can take place between: young people; young people and staff; between staff; individuals or groups. Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Why are some children, young people and adults, more vulnerable to becoming bullies?

- family background
- social deprivation
- trauma/loss in the family
  domestic violence/abuse/bullying in the home
- feeling powerless
- low self-esteem
- trying to get admiration and attention from friends
- fear of being left out if they don't join in, a need to fit in
- not understanding how someone else is feeling
- taking out their angry feelings
- a culture of aggression and bullying
- being bullied themselves
- cultural or institutional causes of bullying
- gender

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

Reasons for Challenging Bullying Behaviour

At St Jude's we believe there are several reasons for challenging bullying behaviour. They include:

- The safety and happiness of pupils - when pupils are bullied they become unhappy and miserable in their lives. They may not want to come to school and, over time, they may lose their confidence and self-esteem.
- Educational achievement - if pupils are bullied it is likely to affect their concentration and learning.
- Providing a model of positive behaviour - if bullying behaviour goes unchallenged other pupils may learn the same inappropriate behaviour.
- Ensuring that the school retains a reputation as an effective and caring school - no school can claim absolute confidence that "there is no bullying here". However, we aim to demonstrate to parents that through policy and action we will respond positively to bullying situations.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils, at St Jude's we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Peer mediators
- Restorative approaches
- National Anti-Bullying week annually (usually in November)
- Feeling Good Week (promoted by CAMHS annually)
- PSHE and Circle Time to include relevant topics about relationships and respect for each other in order to reinforce anti-bullying values;
- Assemblies and collective worship to include themes such as friendship, trust and resolving problems; including led by the NSPCC
- ELSA support to be provided, where appropriate, for (a) the pupil who is being bullied and (b) the pupil who is bullying others, so encouraging them to change their behaviour.
- Specific curriculum input on areas of concern such as cyberbullying and internet safety
- Opportunities to be found for ensuring pupils achieve praise and recognition for positive behaviour;
- Governors and Headteacher to monitor annually implementation and effectiveness of the behaviour policy and good practice in school;

Strategies for Dealing with Instances of Bullying

- All staff to know how to respond to bullying behaviour;
- Active supervision to be undertaken of the playground and inside school;
- Staff to take seriously all concerns of pupils and listen carefully at all times;
- Staff to report bullying behaviour to the Deputy Head and Headteacher;
- Parents to be informed of incident and action taken;
- Parents to be invited to a meeting with the Headteacher to discuss the problems;

Disciplinary penalties have three main purposes, namely to:

- Impress upon the perpetrator that what he/she has done is unacceptable;
- Deter him/her from repeating that behaviour and signal to other pupils that the behaviour is unacceptable and deter them from doing it;
- Provide an opportunity for the pupil to put right the harm they have caused.

Serious Incidents

It is vital that accurate records are kept of the incidents (Trackit LIghts) and of the actions taken by the school in responding to them. This will enable the school to follow up and record progress of individual incidents which at first may seem isolated, but may be part of a larger pattern of events. Monitoring will help the school to identify patterns of behaviour. Records will need to take account of:

- Who was involved?
- Where did the incident took place and when?
- What happened?
- What action was taken?
- How was it followed up?

What Do We Hope to Achieve?
- Few incidents of anti-social behaviour;
- Positive relationships between pupils, staff and parents based on mutual trust and understanding;
- Pupils and staff feeling safe and happy at school in the knowledge that they will be supported should they find themselves being bullied.

The Role of the Headteacher
- It is the responsibility of the headteacher to implement the anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying;
- The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. She ensures racist, homophobic, rude or aggressive language is not permitted at school;
- The headteacher sets the school climate of mutual support and praise for success: when a child feels they are important and belong to a friendly, welcoming school, bullying is far less likely to be part of their behaviour;
- The headteacher provides information to all stake holders about the advances of technology and how this might affect the advent of cyber bullying, including safety on the internet in the ICT policy;
- The headteacher provides up-to-date information to parents, for example in the form of e-safety workshops and newsletter items;
- The headteacher will display phone numbers of helplines and posters of relevant charities;
- The law empowers headteachers to such an extent that is reasonable to regulate the behaviour of pupils when they are off school site (e.g tackling with cyber bullying) and therefore empowers school staff to impose disciplinary penalties for inappropriate behaviour;
- In more extreme cases, for example where the initial discussions have proven ineffective, the headteacher may contact external support agencies such as social services, behavioural support or the police.

The Role of the Teacher
- It is important that teachers take all forms of bullying seriously;
- If the teacher witnesses an act of bullying they should do all they can to support the child who is being bullied;
- Each member of staff, including the lunchtime supervisors, has a behaviour book where they record all incidents of bullying that occur either in school or on the way home from school;
- Teachers should support all children in their class to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, teachers aim to prevent incidents of bullying,
- The meaning, causes and consequences of bullying and development of strategies for dealing with it will be taught directly within PSHE lessons. Whole class or small group teaching or discussions will provide the platform for individual sessions where necessary or if requested.
- Non-tolerance of bullying will be taught indirectly through the Behaviour Policy and through the expectations which form the ethos of the school, whether in the classroom, in the playground or outside of school.
- Teachers will provide Think Books for the children in which can be written fears or concerns they may not wish to express verbally; teachers will read and respond to anything written in the Think Books.

The Role of Governors
- The governing body supports the headteacher in all attempts to eliminate bullying from our school;
- The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school's policy annually;
- The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body**.**

The Role of Parents
Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately, who will then deal with the situation. Should the parent still have concerns after speaking to the class teacher then they should contact the Headteacher or Deputy Head.
Parents have a responsibility to support the school's anti bullying policy and to actively encourage their child to be a positive member of the school.
- We ask parents to:
  a) Look out for unusual behaviour in their children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard;
  b) Always take an active role in their child's education. Enquire how their day has gone, who they have spent

      their time with, etc.;

    c)   Inform the school immediately if they feel their child may be a victim of bullying behaviour. The complaint will be taken seriously and appropriate action will follow;

    d)   Not approach a child suspected of bullying on the playground or involve an older child to deal with the bully.

    e)   Advise their child not to fight back as it can make matters worse.

    f)   Reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.

The Role of Pupils

- Pupils are encouraged to make decisions, respect each other, become involved in the whole school community and to help to develop and maintain standards of behaviour.
- To talk directly to an adult about their concerns or write in their Think Books.
- Pupils are encouraged to support each other and not to ignore inappropriate behaviour. All pupils are encouraged to speak out and tell a member of staff if they witness unsuitable behaviour.
- Each term, or more frequently if an incident occurs, class teachers will discuss bullying and reinforce the following strategies:

    a)   Remember that your silence is the bully's greatest weapon.

    b)   Tell yourself that you do not deserve to be bullied and that it is wrong.

    c)   Be proud of who you are. It is good to be individual.

    d)   Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.

    e)   Stay with a group of friends/people. There is safety in numbers.

    f)   Be assertive – shout "No!" Walk confidently away. Go straight to a teacher or member of staff.

    g)   Fighting back may make things worse.

    h)   Generally it is best to tell an adult you trust straight away. You will get immediate support.

    i)   Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

Equal Opportunities

Support and protection will be given to every child regardless of race, gender, ethnicity, minority group or level of ability.

Assessment and Record Keeping

Keeping records of bullying incidents will enable the school to:

- Manage individual cases effectively;
- Monitor and evaluate the effectiveness of the strategies ;
- Celebrate the successful anti-bullying work of the school;
- Demonstrate defensible decision making in the event of complaints being made;
- Engage and inform multi agency teams as necessary.

All reports and observations of bullying or anti-social behaviour will be dealt with by the class teacher in the first instance. Should the situation demand, the matter will be taken to the Deputy Headteachers or the Headteacher and parents will be contacted.

Racist incidents

The term racist bullying refers to *a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, sexuality community, national origin or national status.*

Racist incidents are recorded and reported to the Governing Body. This is then reported annually to the Local Authority. The log is kept in the staff room.

Appendix 1 Guidance from the Department for Education

Department for Education

Advice for parents and carers on cyberbullying

Who is this advice for?
This advice is for parents and carers about cyberbullying. It provides advice and information about how they can protect their child from cyberbullying and how to tackle it if it happens.

Overview
Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being cyberbullied and to help them cope and stop the bullying if it does happen.
Parents and carers need to be aware that most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle. Cyberbullying can also involve adults; even though technology has provided wonderful opportunities for both teaching and learning, it has led to some teachers becoming the victims of internet messaging that undermines or ridicules them. It is important that parents make clear that this is not acceptable behaviour and lead by example. What was once a conversation at the school gate between small groups of parents and carers can now become a conversation with perhaps hundreds of "friends" on social networking sites, permanent, with a large audience, and easily shared. Whilst parents and carers have the right to be critical of decisions made by schools, or even individual staff members, they should raise concerns in an appropriate way and not become abusive, or libellous. Open conversations on social networking sites are not private and can easily be reported to school staff, even if it was not the intention to share their views directly.

Social networking
Young people routinely access social media and much of their social lives are online. This can create a false sense of security; for example chatting online feels different from chatting face to face. It can be easier to say and reveal things that wouldn't be said face to face; be cruel, aggressive or flirtatious. It is important for young people to remember that there are offline consequences to online behaviour. Comments intended to be funny can often be misinterpreted online whereas if said face to face they could be acceptable as facial expressions, body language, tone of voice and context all help to ensure that comments are taken the right way. This is not the case online. We also know that increasingly younger children are signing up to social network sites and may not have the maturity to handle their online identity in a safe and responsible way.
Social networking can increase existing social pressures and reinforce a sense of isolation; for instance by people purposefully not liking a young person's status update or photo so they seem unpopular, or by excluding them from group chats. Online bullying often involves a large audience and this increases the pressure.
Parents and carers need to understand the way young people communicate with others, and the potential risks. Asking their child simply not to use technology is not a realistic way to prevent or react to cyberbullying. Internet Matters provides an overview of cyber-bullying in more detail and NSPCC - bullying and cyberbullying prevention

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Parents and carers have a challenging job. They need to know what their children are doing online and also help them to do it in a safe way. With technology changing on a day-to-day basis, the best way to stay informed is for parents to be involved. Thinkuknow provides helpful tips on letting your child teach you.

Set boundaries
A good way to supervise children's internet access and set boundaries about what they can and cannot do online is to create an agreement with them. If a child breaks the rules, restrict internet access for an agreed period of time. Thinkuknow provides helpful tips on agreeing and setting boundaries
Ensure you use the privacy settings, parental controls and built in internet safety features provided by the major internet service providers. The UK Safer Internet Centre has guides for parental controls
For parents and carers experiencing any internet safety issues with their children, The Parent Zone provides a national helpline service at - help@theparentzone.co.uk and The Parent Zone - help

Being involved and talking to children
Social Networks have a minimum age restriction, usually age thirteen. Parents should talk to their children about the reasons behind the age restriction as they are there for a reason. Accessing such sites too early can expose children to unnecessary bullying.
It is also very important to ensure children and young people feel comfortable about telling their parents things that have happened online. Talking to their children will help parents to understand the ways in which they are using the internet, social media and their mobile phone. Talking to children about responsible behaviour is important as sometimes children who are victims of cyberbullying may also be involved in cyberbullying others. Ensure they know they can go and talk to an adult or parent if they are being bullied and need support. How parents talk to their children will depend on their age. Childnet gives more detailed information about talking to your child and antibullyingpro provides practical advice for parents

Advice for children
The following are some things that parents may wish to consider teaching their children about using the internet safely:
- Make sure you use the privacy settings.
- Always respect others – be careful what you say online.
- Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back.
- Only add people you know and trust to friends/followers lists online. When talking to strangers, keep your personal information safe and location hidden.
- Treat your password like your toothbrush – keep it to yourself and change it regularly.
- Block the bully – learn how to block or report someone who is behaving badly.
- Do not retaliate or reply to offending e-mails, text messages or online conversations.
- Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher, or the anti-bullying co-ordinator or call a helpline like Childline on 08001111 in confidence.
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.
- While you are on your mobile phone make sure you also pay attention to your surroundings.

Possible signs of cyberbullying
It is not always easy to spot the signs of cyberbullying as it can happen all the time, which is a feature that makes it different from other forms of bullying. Be alert to a change in your child's behaviour, for example:
- Being upset after using the internet or their mobile phone;

- Unwilling to talk or secretive about their online activities and mobile phone use.
- Spending much more or much less time texting, gaming or using social media.
- Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet.
- After texting or being online they may seem withdrawn, upset or outraged.
- Not wanting to go to school and/or avoiding meeting friends and school mates.
- Avoiding formerly enjoyable social situations.
- Difficulty sleeping.
- Low self-esteem.

What to do if you suspect a child is being cyberbullied

If you suspect a child or young person is being harassed or bullied either over the internet or via mobile phone, ask them to give you details. If your child tells you that someone is bothering them online, take it seriously. Offer practical as well as emotional support. Print out the evidence for future reference. Talk to a teacher at your child's school if other pupils at the schools are involved. The Parent Zone-Top tips if your child is being bullied

Support for children who are bullied

School staff should support all pupils who are bullied and develop strategies to prevent bullying from happening. Children and young people who have been a victim of images or videos of a sexual nature being uploaded and shared will be particularly vulnerable and in need of support to return to school. To help schools support pupils who are severely affected by bullying the Department has produced advice for schools, available at:supporting bullied children

Cyberbullying on social networks can be upsetting and really knock their confidence. Childline has produced guidance for young people on building their confidence after online bullying available at: Childline - Building confidence after online bullying

It is also important to involve your child in resolving the issues as this can help to strengthen their self-confidence and restore a sense of emotional safety.

The Anti-Bullying Alliance has helpfully put together a fact sheet outlining the range of support that is available to schools, parents, carers and young people from the anti-bullying sector advice and support from the anti-bullying sector.

Facebook has produced a support sheet Empowering Parents and Families which gives guidance on what to do if you child is being bullied.

Useful Resources

Getting offensive content taken down

If online content is upsetting and inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

If the person responsible has not been identified, or refuses to take down the material you should contact the social networking site directly to make a report and request the content is taken down. The material posted may be in breach of the service provider's terms and conditions of use and can therefore be removed.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a web service provider, it is important to be clear about where the content is, for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

NSPCC Netware: Your guide to the social network your kids use – stay up to date and keep your child safe in today's digital world stay up to date and keep your child safe in today's digital world

Contact details for social networking sites:
The UK Safer Internet Centre works with social networking sites to disseminate their safety and reporting tools.

Social networking site	Useful links
Ask.fm	Read Ask.fm's 'terms of service' Read Ask.fm's safety tips **Reporting on Ask.fm:** You do not need to be logged into the site (i.e. a user) to report. When you move your mouse over any post on someone else's profile, you will see an option to like the post and also a drop down arrow which allows you to report the post.
BBM	Read BBM rules and safety
Facebook	Read Facebook's rules Report to Facebook Facebook Safety Centre
Instagram	Read Instagram's rules Report to Instagram Instagram Safety Centre
Kik Messenger	Read Kik's rules Report to Kik Kik Help Centre
Snapchat	Read Snapchat rules Report to Snapchat Read Snapchat's safety tips for parents
Tumblr	Read Tumblr's rules Report to Tumblr by email If you email Tumblr take a screen shot as evidence and attach it to your email
Twitter	Read Twitter's rules Report to Twitter
Vine	Read Vine's rules Contacting Vine and reporting
YouTube	Read YouTube's rules Report to YouTube YouTube Safety Centre

Mobile phones
All UK mobile phone providers have malicious or nuisance call, text or picture message centres set up and have procedures in place to deal with such instances. They will help you to change the number of the person being bullied if necessary. If you want to prosecute the perpetrator contact the police. The mobile provider will work closely with the police and can usually trace calls for them. Some service providers such as Vodafone produce annual magazines for parents and carers (Digital Parenting) giving information and top tips for keeping your children safe online including cyberbullying.

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Service provider	From your mobile	Pay as you go	Pay monthly contracts
O2	4445 or 202	08705 678 678	0870 241 0202
VodaFone	191	03333 040 191	03333 048 069
3	333	08433 733 333	08433 733 333
EE	150	0800 956 6000	0800 956 6000
Orange	150	07973 100 450	07973 100 150
T-Mobile	150	07953 966 150	07953 966 150
Virgin	789	0345 6000 789	0345 6000 789
BT		08000 328 751	08000 328 751

Organisations that provide support to parents and carers and children
• The Anti-Bullying Alliance
• CEOP
• Childline
• Childnet
• The Diana Award
• Internetmatters
• Kidscape
• Get connected
• NSPCC
• The Parent Zone
• Thinkuknow
• Young Minds
• UK Safer Internet Centre

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An electronic version of this, which includes hyperlinks, can be found at
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf