



Every Child Every Chance Every Day

Anti-Bullying Policy

School Leader: D Walls

Link Governor: A Cruickshank
Signed by: A Cruickshank

Date:17.07.25

How this Policy was Developed

This policy was developed from the exemplar produced by Derby City Local Authority.

The school has a 'duty of care' towards its pupils with regard to bullying in that the Headteacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm from bullying (including cyber bullying)

This policy takes full account of the school's legal obligations under the Education Act of 1986 to:

- have a policy to prevent all forms of bullying amongst pupils
- to make a written copy of the anti-bullying statement available on request
- to set out the strategies to be followed with a system to implement them and a mechanism for monitoring and reviewing their effectiveness.

At St James', we are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere free from oppression and abuse. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated. All pupils should feel able to 'tell' and when bullying behaviour is brought to our attention, prompt and effective action will be taken. We are a 'telling' school. This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

This policy is underpinned by the school's Good Behaviour Policy, with particular reference to the Good to be Green Rewards and Sanctions which states clearly, the consequences for unacceptable behaviour that is observed. It should also be read in conjunction with the Safeguarding Policy.

Definition of Bullying

Bullying can be defined in a number of ways. We follow DfE guidance which defines bullying as:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

DfE October 2014 (This includes cyber bullying)

'Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways; it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group,

or the capacity to socially isolate. It can result in the intimidation of a person or persons through threat of violence or by isolating them either physically or online.'

Preventing and Tackling Bullying DfE October 2014

Bullying generally takes one of four forms:

- Indirect – being unfriendly, spreading rumours, excluding, tormenting
- Physical – pushing, kicking, hitting, punching, slapping or any form of violence
- Verbal – name-calling, teasing, threats, sarcasm
- Cyber – all areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging, mobile threats by text message and phone call, misuse of associated technology (camera and video facilities)

An incident is deemed to be bullying if it is perceived as such by the victim. Bullying has been described by pupils as:

- name calling and teasing
- physical abuse eg hitting, pushing, pinching or kicking
- having personal possessions taken
- receiving abusive text messages or e-mails
- being forced to hand over money
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin (prejudice-based) If the school identifies persistent bullying it is dealt with.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be bullied. Everyone has the right to be treated with respect. Children who are bullying need to learn different ways of behaving.

State schools and the law

St James' follows the anti-discrimination law. All staff act to prevent discrimination, harassment, victimisation and abuse within the school. Headteachers have the legal power to make sure pupils behave outside of school premises. This includes bullying that happens anywhere off the school premises, eg on public transport or in a town centre. The Headteacher in liaison with Safeguarding and Inclusion Leaders, may decide to report such incidences of bullying that take place out of school to the Police, Social Care or Derby City Council.

School Statement of Intent (with regard to its position on bullying)

This school believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

Objectives

- All teachers, teaching assistants and governors should know what the school policy is on bullying and follow this policy when bullying is reported
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises
- To ensure all parents and pupils are informed of the school's definition of bullying – this will be done through the school brochure and highlighted during anti-bullying week.
- To maintain and develop effective listening systems for pupils and staff within the school.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.
- To discuss all bullying incidents with Safeguarding and Inclusion Leaders

Code of Conduct (with regard to school behaviour/relationships within the school community)

We recognise that all adults in the school are in effect role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every student and other colleagues within the school community as individuals
- be aware of vulnerable students
- criticise the behaviour rather than the student
- avoid favouritism and be seen to be fair
- avoid labelling
- have high expectations of students
- never give students ammunition to use against each other
- actively seek to develop a praise culture within the school.

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all students must:

- show respect for their fellow students and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour eg “You Own Your Own Behaviour.”

For the information of pupils, parents and staff, the range of sanctions for bullying are linked to our Good Behaviour Policy.

Signs and Symptoms

Many children and young people do not speak out when being bullied and may indicate signs or behavior that he or she is being bullied. All staff in school should be aware of these sign and if appropriate investigate themselves or pass concerns to the Safeguarding and Inclusion Team.

Team if a child:

- Is frightened of walking to or from school, if they normally would (Y5/Y6)
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threats suicide or runs away
- Cries themselves to sleep at night, or has nightmares
- Uses excuses to miss school
- Begins to suffer/deteriorate academically
- Presents with torn clothes or damaged books and belongings
- Has possessions which are damaged or go missing
- Asks for money or starts stealing money (to pay a bully)
- Has dinner or other money that regularly gets ‘lost’
- Has unexplained cuts or bruises or shows signs of being in a fight

- Presents as hungry
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Changes their eating habits
- Goes to bed earlier than usual
- Is unable to sleep
- Wets the bed
- Is frightened to say what is wrong
- Gives unlikely excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a call, text or email is received

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

Implementation

The Good Behaviour Policy and the Anti-Bullying policy correlate. Behaviours and sanctions listed in the Good to be Green element of the Good Behaviour Policy should be adhered to at all times by teachers, teaching assistants and non-teaching staff.

The following disciplinary steps will be taken:

- If bullying is reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded in the 'Behaviour' section on the school's management system (Integris)
- The Safeguarding and Inclusion Leader will be informed of any incidences of bullying
- The Year Leader will speak to parents and a letter will be sent home
- If bullying continues a Senior Leader will contact parents/carers and invite them in to school for a meeting to discuss inappropriate behaviour
- If bullying continues the child may be excluded from school

Children who have been bullied will be supported by:

- Parents will be contacted by the Year Leader and informed of the incident at the earliest convenient time
- The child will be offered the opportunity to talk about the incident with a familiar adult from the year group
- The child will be reassured
- Year group staff will monitor the situation
- The child may be referred to the Safeguarding and Inclusion Team for support to restore self-esteem and confidence

Children who have bullied will be helped by:

- Discussing what happened with the Year Leader
- Discovering why the child became involved
- Establishing the wrong doing and the need to change
- Informing parents/carers to help change the attitude and behavior of the child

- Any discipline must take account of special educational needs or disabilities that children involved may have

Some forms of bullying are illegal and these will be reported to the Police by the Inclusion Leader. These include:

- Theft
- Violence of assault
- Hate crimes
- Repeated harassment or intimidation (eg, name calling, threats and abusive phone calls, e-mails or text messages).

The PSHE Leader will work with the Safeguarding and Inclusion Leader to increase staff knowledge and skills about anti-bullying strategies. All staff will raise awareness of the nature of bullying by teaching the relevant PSHE curriculum to their class. Children will also access 'R' Time sessions and GROW collective worship/assemblies in an attempt to eradicate bullying.

Specific Examples of Bullying

Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs refusing to co-operate in work or play. Macpherson report 1999. All incidences of racism must be recorded in the 'Racism Book' kept in the SLT office.

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault or rape.

Sexual orientation – this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

Special Educational Needs and Disabilities – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

Text and Social Media bullying – this is on the increase and can involve pupils receiving threatening or disturbing messages from possibly anonymous callers. Pupils should not have mobile phones in school- where they have been brought in they should be kept safely in the office and returned at the end of the day.

Equal Opportunities

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

Procedures and Dealing with Incidents – A Whole School Approach

a) Role of pupils in recording a bullying incident

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 1 for Anti-Bullying Immediate Response Actions)

b) Guidance for parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Discuss your concerns with the parent governor or other parents.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.
- Contact the Director of Education for your authority in order to ensure the Governors respond to your concerns.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is cooperative or kind to other people. If your child is experiencing any form of electronic bullying:
- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent (keep as evidence).
- Where necessary report incidents to the police.

c) Role of staff

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 1 for Anti-Bullying Immediate Response Actions)

d) Sanctions

Schools has set procedures to follow in implementing sanctions where a bullying incident has occurred. (This is through the behaviour policy). In the event of all other avenues being exhausted, or in particularly serious cases this may lead to exclusion.

The revised DfES Guidance of January '03, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Para.1:6 states:

“In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying) the Secretary of State would not normally expect the governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil.”

However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Strategies to Reduce Bullying

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. These strategies will be used selectively and the most appropriate for the groups/individuals will be used. They include:

- All school staff and governors will promote the GROW code
- Every classroom will have a Good Behaviour Board which consistently displays relevant agreed information
- GROW collective worship/ assemblies will include anti-bullying information
- The school will actively engage children in the national Anti-Bullying Week annually
- The number of bullying incidents will be monitored annually
- Children may be offered a place in the school's Nurture Group to re-educate (bully) or develop self-esteem and confidence (victim)
- Parents will be asked to sign the Home School Agreement and support the school's policies and procedures, including those with a focus on developing Good Behaviour and Anti-Bullying
- Co-operative group work, Circle/ R Time.
- Peer mediation and counselling.
- Buddy systems.
- PSHE and self esteem programmes.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

Support for Children who Experience Bullying

If you are being bullied:

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied:

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying be clear about:

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone text message or e-mail:

- Tell a friend, parent or teacher.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent and keep as evidence.

For contacts and details of where to seek help outside school see appendix.

Monitoring Arrangements

This policy will be evaluated and updated where necessary by the whole school. The views of pupils and staff will be used to make changes and improvements to the policy on an ongoing basis.

Dissemination of the Policy

Key elements of this policy will be disseminated to all staff, governors and parents – normally through the school brochure/website. Further copies may be accessed from

Data will be processed in line with the requirements and protections set out in the General Data Protection Regulation.

Appendix 1: Anti-Bullying Immediate Response Actions

1. Incident observed by pupil, staff, visitor or a report of a child being bullied
2. Report to class teacher as soon as possible. (Class teacher must be informed)
3. Reassure the child that they have done the right thing and take the incident seriously and report to SLT
4. If not already occurred, an appropriate adult must meet with the child who has been bullied
5. Appropriate adult listens to details of the incident and records in writing and record details on the school's management system (Integris) and school chronologies
6. Adult seeks to establish witnesses and evidence to support the victim's statement. All key details must be recorded in writing
7. Interview alleged bully/ bullies and record outcomes of conversation. Invoke the school's behaviour policy and/ or anti-bullying policy procedures
8. Victim must be consistently keep informed of outcomes of all witness statements, and any further action taken throughout the process. They must also be offered appropriate levels of support and time by a suitable member of staff as well as referring them to appropriate outside agencies
9. The school needs to support the bully and keep them informed of all outcomes as well as issuing any sanctions and referring them to appropriate outside agencies
10. If there has been a misunderstanding and bullying has not occurred no further action will be taken
11. Inform SLT and ensure the incident is logged in the school's management system (Integris) and school chronologies
12. Invite to parent/carer into school to inform them of the incident and school sanctions,
13. Class teacher speak to year group where appropriate to discuss inappropriate behaviour if it has been reported in a number of different cases
14. Where bullying has implications with regard to the law inform the police or seek advice from relevant agencies

Local and National Contacts

Childline

Telephone number 0800 1111

(Open 24 hours a day)

For children who are deaf or hard of hearing textphone service 0800 400222

NSPCC

Telephone number 0808 800 5000

A registered charity dedicated to stopping cruelty to children

Kidscape

Telephone number 020 7730 3300

(Bullying councillor available Monday - Friday 10.00am-4.00pm)

Anti Bullying Campaign

Telephone number 0207 378 1446

(Advice line for parents and children 9.30am-5.00pm)

Advisory Centre for Education

Telephone number 0808 800 5793

(Advice line for parents on all school matters open Monday & Tuesday 9.0am-5.0pm
Wednesday & Friday 10.0am-5.0pm)

Ofsted

Telephone number 0300 123 4234

e-mail: freepublications@ofsted.gov.uk

Parentline Plus

Telephone number 0808 800 2222

(National helpline for parents Monday - Friday 9.00am-9.00pm, Saturday 9.30am-5.00pm, Sunday 10.00am-3.00pm)

Useful websites regarding bullying in schools

BBC Bullying Survival Guide www.bbc.co.uk/education/bully/index.htm

Provides information, guidelines for dealing with all aspects of bullying, a help and resources list and accounts of celebrities who were bullied when they were at school

Childline www.childline.org.uk

Gives details on the CHIPS initiative and other information regarding bullying

Kidscape www.kidscape.org.uk

Gives advice and support for victims, schools and parents

Bullying Online www.bullying.co.uk

A registered charity, which contains advice for both parents and pupils

NSPCC www.nspcc.org.uk

A registered charity dedicated to stopping cruelty to children

Bullyweb www.uclan.ac.uk/facs/science/psychol/bully/bully.htm

A research site with links to other sites on bullying

Peer Support Networker www.peersupport.co.uk

Newsletter linked to Peer Support Forum

Bibliography

DFES Guidance – Bullying Don't Suffer In Silence – Updated September 2002

Childline – Bullying Information for Teachers and Professionals

Ofsted – Bullying: Effective Action in Secondary Schools – 2003

Kidscape – information taken from website