

## Jasper City School Anti-Bullying Policy

The Bible teaches that all humans are created equal and in the image of God. We are all created with dignity and worth, "you have...crowned him with glory and honour." (Psalm 8vs5). We are all precious in God's eyes, "*even the very hairs of your head are all numbered.*" (Matthew 10:30). We are, therefore, to treat one another with respect, consideration and in the manner that we would wish to be treated ourselves. "*Love your neighbour as yourself.*" (Mark 12:31).

The serious nature of bullying and the damage it can do is reflected in government policy. DCSF guidance "Safe to Learn: Embedding anti-bullying work in schools – Jul 2011" has been consulted.

Jasper City School is completely against bullying and we will not tolerate it.

This policy compliments our School Behaviour Policy and Child Protection Policy, and should be read in alignment with these documents.

### What is Bullying?

Bullying can be physical or mental. It can be unkind and intentional. It can be thoughtless and unintentional. It can be face to face or at a distance using note writing, texting, and the internet (social media). You can be a bully and not know it but when you feel bullied you certainly know it. Bullying may take various forms:

- physical violence - hitting, kicking, pushing, pulling, or spitting at another pupil
- interfering with another pupil's property, by stealing, hiding or damaging it
- verbal - name calling, teasing or spreading rumours about another pupil, insulting, making offensive remarks or using offensive names when addressing another pupil, references to sexuality or sexual activities, disparaging references to colour, race, ethnicity, nationality or gender or ridiculing another pupils' appearance, way of speaking or personal mannerisms,
- social - spreading nasty stories about someone and/or his/her family, exclusion from social groups, being made the subject of malicious rumours.
- cyberbullying – bullying via mobile phone or online (e.g. e-mail, social networks and instant messenger) by misusing the technology to hurt or humiliate another person
- writing offensive notes or graffiti about another pupil
- belittling another pupil's abilities and achievements
- Hate – see Appendix I

Bullying is often aimed at certain groups and relates to specific reasons. These include racial bullying, homophobic bullying and disability related bullying. Bullying is deliberately hurtful and repeated over a period of time, and victims often find it difficult to defend themselves against it.

### Preventing bullying

As stated in our school behaviour policy, we will have various systems in place to prevent bullying in our school, through the promotion of our good behaviour strategy, which includes tokens, privileges and rewards and through our corrective measures of deductions, sanctions and parental responsibility in discipline. Our anti-bullying policy compliments our school behaviour policy, and should be read alongside this document.

The teachers at Jasper City School are committed to providing an environment which enables pupils to learn successfully, play happily and feel valued and secure. This involves pupils of all ages learning



to get on well together, showing kindness to one another and respecting one another. Preventing bullying in the first place is obviously better than dealing with instances of bullying and preventative measures will take two forms.

Firstly, children should be taught to:

- Be sensitive to the needs of others.
- Treat others with kindness.
- Look for ways to be useful and helpful to others.
- Celebrate the achievements and good qualities of others.
- Speak encouraging words that build up others rather than putting them down.
- Be forgiving.
- Accept individuality and diversity in people.

All pupils will know that they will be listened to by any member of staff if they have concerns about other pupils' behaviour towards them. However, through our pastoral care support system and the appointment of key workers, below, pupils will have secure relationships of trust where they can confidently and safely share any bullying or other concerns that they have. We will also have a confidential box, where they can put notes about any concerns that they have. These will be investigated by the Head Teacher. This will be dependent on the pupils that are on roll and if any needs arise or patterns of misbehaviour have not been remedied through our character development and good behaviour plans. Depending on the needs of our pupils we will decide whether to employ a counsellor.

Secondly, all members of staff will be trained to:

- Be observant and vigilant to spot any misbehaviour from one pupil to another pupil quickly
- Be diligent in their general supervision and keep their ears and eyes open about issues of bullying both in the classroom and in the playground. Bullying can often take place in a variety of places, e.g. corridors, classrooms, playground, washrooms or on the way to and from school.
- Keep an eye on new pupils who have transferred from other schools, as they may be vulnerable to bullying, or may have had bad experiences in their previous schools, which may lead them to be extra sensitive. Encourage pupils to befriend them, possibly appointing another child as a mentor.
- Effectively and consistently apply corrective measures and to be discerning whether this misbehaviour is bullying or may develop into 'bullying'
- Listen to pupils' complaints carefully and then to effectively follow our anti-bullying policy:
- Continually remind pupils of the teaching points listed above.
- Report any concerns to the Head Teacher who has overall responsibility for pupils.

Our school ethos, PSHE/Citizenship curriculum, approach to SMSC education, parental, staff and pupil vigilance, and how we organise pupils for activities will go a long way in preventing bullying and promoting positive relationships between pupils, members of staff, family, the local community and society at large.

Also, the emphasis we will place on inculcating character at Jasper City School will leave no room for bullying of any type. The integration of character development (modelled on the character of Jesus Christ) into all lessons shall consistently encourage and motivate learners to acquire and desire to exemplify these traits, and be recognised and rewarded for doing so. Children will want to behave themselves.

### **What parents can do**

- Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve conflict without using violence or aggression.

- Watch out for signs that your child is being bullied or is bullying others. Parents and families are often the first to detect that a problem exists. Don't dismiss it. Contact the school if you are worried.

### **Signs of bullying**

The signs below do not necessarily mean that a child is being bullied, but if repeated or occurring in combination, they may warrant investigation.

- Anxiety about travelling to and from school.
- Unwillingness or refusal to attend school.
- Deterioration in educational performance.
- Patterns of physical illness.
- Unexplained changes in mood or behaviour, especially after a weekend or a holiday.
- Visible signs of anxiety or stress.
- Losing or having damaged possessions.
- Increased requests for money or stealing.
- Unexplained bruises, cuts or damaged clothing.

### **If your child is being bullied or has been bullied**

- Calmly talk with your child about his/her experience and listen to them.
- Make a note of what your child says – particularly who was said to be involved, how often the bullying has occurred, where it happened and what has happened.
- Reassure your child that they have done the right thing to tell you about the bullying.
- Pray with your child.
- Explain to your child that should any further incidents occur, they should report them to a teacher immediately.

### **Talking with the school about bullying**

- Try to stay calm - bear in mind that there are usually two sides to every story.
- 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. Let them know if things improve as well as if problems continue.

### **If your child is bullying other children**

- Many children may be involved in bullying other pupils at some time or other. Often parents are not aware that their child is involved in bullying.
- Children sometimes bully others because:
  - They don't know it's wrong.
  - They are copying older brothers or sisters or other people in the family whom they admire.
  - They haven't learnt other, better ways of mixing with their school friends.
  - Their friends encourage them to bully.
  - They are going through a difficult time and are acting out aggressive feelings.

### **To stop your child from bullying others**

- Talk with your child and listen to them. Explain that what they are doing is unacceptable and makes other children unhappy.
- Pray with your child.

- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how they can join in with other children without bullying.
- Make an appointment to visit the School to explain the problems your child is experiencing. Discuss how you and the School can stop them bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when they are co-operative or kind to other people.

## Taking Action

If offences such as racial or physical abuse, bullying or violent behaviour take place, a 'Disciplinary Statement' will be filed detailing the reason for disciplinary action being taken and the actual action taken. We will monitor and review each situation according to the nature or seriousness of the incident. Repeated offences of this nature will result in the pupil being excluded (as a last resort).

- Bullying of any type, will not be tolerated within the School
- We will record all incidents of bullying
- We will inform parents and guardians of these incidents
- A pupil will be issued with a Red Slip in the first instance of bullying (as stated in our school behaviour policy)
- Repeated offences will result in the pupil being excluded (as a last resort) if other interventions have not been successful.

If an incident of bullying is suspected, it should be reported at the earliest opportunity to the class teacher who should not prematurely jump to conclusions, but should investigate the report to determine its truth by:

- Talking to the victim of the bullying to determine its extent and the number of people involved.
- Talking to other members of the class who may verify the victim's story or believe it as the case may be.
- Talking to the alleged bullies to see if there is another side to the story.

When talking with someone who claims to have been bullied or their parents, members of staff should be clear about:

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

## Make written notes based on all conversations with pupils and parents.

Some claims may turn out to be exaggerated. However, whatever the victim's previous history, all claims of bullying should be investigated. If the report is thought to be true, the class teacher should:

- Liaise with the parents of the victim to ascertain if they can shed further light on the incident.
- Reassure the child and the parents that the issue is being taken seriously and that appropriate action will be taken.
- Report the matter to the Head Teacher.
- Ask the bullies to repent, yet warn the bullies of the possible consequences of their actions both to themselves, to the victim of the bullying, and to their future in the school.
- Seek to repair the relationship between the bullies and their victim.

- Consider the possibility of involving other pupils in the class to befriend and support the victim and maintain the dialogue with the victim and the bullies until the bullying has come to an end.
- When the case has been dealt with then the parent should be informed of the outcome and their continued input should be encouraged to ensure that the problem does not occur again.
- It is essential that each incident be followed up to check that the bullying has not started again. If pupils expect follow up, they are less likely to re-offend. Immediately after intervention, the bullying is likely to stop but may recur sometime later. This follow up should be about two weeks after the incident and four weeks later. During this period, there should be regular contact with the parents to make sure that the bullying has not started again. There should also be regular reminders to the class to remind them that bullying is sin.

### **If the bullying persists**

The bully will be excluded from contact with other pupils for a period (usually a week). If the bullying persists, then the bully will be issued with a fixed term exclusion from school for a period (from three days to a week).

At each stage, a dialogue will be maintained with the parents of the respective pupils and the class will be reminded about the issue of bullying and its consequences. Parents, of pupils who persist in bullying, after all the above has been implemented, will be asked to find another school for their child, after consultation with representatives of the Governing Body.

The school's duty of care to prevent bullying only applies within the boundaries of the school. The school is not legally responsible to prevent bullying off the premises. However, bullying may take place outside of the school premises, and on journeys to and from school, by pupils of this or other schools. The school in this case should discuss the matter with the parents to see what can be done to reduce the possibility of further bullying, for example, by making some alternative provision for the journey to and from school.

For further information on bullying, see the DfE's manual *Bullying - Don't Suffer in Silence*. DCSF guidance *"Safe to Learn; Embedding anti-bullying work in Schools"* and *The Law of Kindness - serving with Heart and Hands* by Mary Beeke RHB 2007

### **Evaluating the Anti-Bullying Policy**

Accurate records of the incidents will be kept by the Head Teacher in a file designated solely for this purpose. This data should be compiled from monitoring and feedback from pupils, parents and staff. It should be used to monitor the effectiveness of the bullying policy and inform the Governing Body who will review the policy as and when necessary but at least once every two years.

### **Monitor and Review**

The policy will be monitored and reviewed annually by the Governors and parents views will be obtained if changes are necessary.

Policy Adopted by Governors on: \_\_\_\_\_

Policy Last Reviewed on: \_\_\_\_\_

Policy Due for Review on: \_\_\_\_\_

## HATE INCIDENT AND HATE CRIME

### Definitions

A hate incident is legally defined as:

*“any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate”*

Hate incidents may be based upon: homophobic/sexual orientation, race/ethnicity, religion/belief, disability / SEN, gender identity. Hate incidents can consist of: verbal abuse or insults for example, detrimental comments, abusive language and “jokes” relating to race, religion, disability/learning difficulties, sexual orientation, gender identity; insulting gestures, abusive telephone calls, offensive messages.

A hate crime is legally defined as:

*“any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate”*  
(ACPO 2005 definition).

### Hate incidents and bullying

Bullying is defined as:

*“the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power.”*

Bullying can be carried out physically, verbally, emotionally or through cyberspace. This behaviour can include: verbal bullying for example name calling, teasing, threatening; physical for example hitting, punching, kicking, inappropriate touching; relational bullying for example ignoring, leaving out, spreading rumours; indirect bullying, for example stealing, damaging belongings, targeted graffiti; cyber bullying for example sending abusive texts or emails.

### Hate incident categories

**Ethnicity / race.** Any incident which is perceived to be racist by the victim or any other person on the basis of ethnic origin, skin colour, nationality, culture, language, real or perceived racism.

**Religion / belief.** Any incident which is perceived to be based on prejudice towards or hatred of the religion/belief of the victim or so perceived by the victim or any other person. For example, beliefs, faith, lack of faith real or perceived.

**Homophobic / sexual orientation.** Any incident that is perceived by the victim, or any other person, to be motivated by a prejudice based on another person’s sexuality, or perceived sexuality. For example, related to sexual orientation or perceived orientation of target or target’s family and/or homophobic / biphobic abuse and language used.

**Disability / SEN.** Any incident perceived by the victim or any other person to be motivated by the offender’s prejudice against people because of their disability or so perceived by the victim or any other person. For example, real or perceived disability, special needs, gifted or talented or health conditions or association with someone in those categories.

**Gender identity / Transphobic.** Any incident which is perceived to be based on prejudice towards or hatred of the victim because of that person’s gender identity or so perceived by the victim or

any other person. For example, any incident based on gender identity that when expressed demean, intimidate or harm another person because of their gender identity. Transgender, perceived to be transgender or someone who does not fit with gender norms or stereotypes or who has a transgender family member.

**Hate.** Hate is a strong word, used to reflect the way that hate motivated incidents can contain a message that communicates to entire groups of people that they are unwelcome and unworthy of social respect. Children and young people should understand the impact hate motivated incidents can have upon both individuals and the broader community.

## REPORTING

Hate crime should be reported directly to the police. The underpinning rationale behind any hate incident is perception. It is the perception of the victim or any other person (e.g. a witness) that is the determining factor.

You will need to have the following information:

**Incident date**

**Where:** in school, out of school?

**Incident type:** ethnicity/race, sexual identity, religious/belief, gender/identity, disability/SEN, other?

**Incident category:** cyber bullying, physical assault, damage, behaviour designed to exclude, verbal abuse?

**What happened:** A brief description is fine, try to keep within one paragraph.

**Is this a persistent incident:** yes or no?

**Action taken in support of victim(s):** DSL, Involve parent, Restorative conversation, Involve police, Targeted behaviour support worker, Targeted provision, Involve cluster targeted services, Other?

**Action taken in support of perpetrator(s):** DSL, Involve parent, Restorative conversation, Involve police, Targeted behaviour support worker, Targeted provision, Involve cluster targeted services, Other?

**Reported by:** staff member, member of the public, police, peer, parent and carer or other?

**Staff member responsible:** who is the member of staff who is responsible for resolving this incident?