ANTI-BULLYING POLICY

1   INTRODUCTION

Bullying may be defined as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."[i] Bullying can have serious long-term psychological impacts on those affected. It can take place between pupils, between pupils and staff or between staff.

Jeannine Manuel School ("the School)'s policy takes into account Preventing and Tackling Bullying, DfE, July 2017, *Cyberbullying: advice for headteachers and school staff* (2014) and is informed by the former DCSF's Safe to Learn: Embedding anti-bullying work in schools, DCSF, revised November 2007. This Policy should be read in conjunction to our Safeguarding Policy.

2   POLICY AIMS AND OBJECTIVES

2.1   Bullying will not be tolerated. We aim to create an ethos in which bullying is known to be unacceptable and all pupils are confident that reported instances of bullying will be investigated swiftly, sensitively and effectively.

2.2   Governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is. They should know what the School policy is on bullying, and follow it when bullying is reported.

2.3   All pupils and parents should know what the School policy is on bullying, and what they should do if bullying arises. Pupils and parents should be assured that they will be supported when bullying is reported.

3   WHAT IS BULLYING?

3.1   Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people.

3.2   Bullying usually takes one of four forms:

3.2.1   Indirect: being unfriendly, spreading rumours, excluding, tormenting, humiliating

3.2.2   Physical: pushing, kicking, hitting, punching, slapping or any form of violence or threat of violence

3.2.3   Verbal: name-calling, persistent teasing, threats, sarcasm

3.2.4   Cyber (electronic/digital): bullying through social network sites, blogs, instant messaging, text messages, emails, chat rooms, calls, gaming websites or any other digital communication means and applications. Cyber-bullying includes all areas of digital misuse, such as nasty, threatening, humiliating messages, pictures or videos (including AI generated). Please refer to our e-safety policy for further information on the prevention of cyber bullying.

3.3   Although not an exhaustive list, common examples of bullying include:

3.3.1   Racist, religious or cultural bullying through taunting, gestures, graffiti, etc.

3.3.2   Sexist or homophobic bullying by imposing stereotypical images or by victimising someone because of their gender or sexual orientation

3.3.3   Bullying based on disability, SEN, ability, appearance or circumstance;

3.3.4   Prejudiced-based bullying on the basis of any of the protected characteristics listed in Section 4 of the Equality Act 2010. This includes bullying on the grounds of:
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment

4 PREVENTING BULLYING

4.1 We will use some or all of the following to help raise awareness of and prevent bullying:

    4.1.1 Implementing a set of School Rules;

    4.1.2 Making this and other related policies, such as the Behaviour and Safeguarding Policies, easily available digitally for our staff and families (hard copies can also be made available by contacting the EA to the Head of School);

    4.1.3 Training every adult in the School as appropriate;

    4.1.4 The curriculum, in particular PSHCE lessons, and cross-curricular opportunities to reinforce awareness and having regular discussions about bullying and why it matters;

    4.1.5 Our Care Committee also supports our efforts to raise awareness and prevent bullying through a series of initiatives.

5 THE ROLE OF THE BYSTANDERS

5.1 Bullying situations usually involve more than the bully and the victim. They also involve bystanders – those who watch bullying happen or hear about it. Depending on how bystanders respond, they can either contribute to the problem or the solution. Bystanders rarely play a completely neutral role, although they may think so.

    5.1.1 Hurtful bystanders may instigate the bullying by prodding the bully to begin, encouraging the bully or even joining in the bullying once it has begun. Most hurtful bystanders accept bullying by watching and doing nothing. Without realizing it, passive bystanders contribute to the problem by providing the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behaviour.

5.1.2 Helpful bystanders, in contrast, directly intervene to stop the bullying. This may involve actively discouraging the bully, defending the victim, rallying support from peers to stand up against bullying or simply reporting the bullying to adults.

5.2 Helpful bystanders are key to preventing bullying from taking place. Our pupils are all encouraged to adopt this helpful stance when faced with a situation involving bullying.

6 DETECTING BULLYING

6.1 Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. These signs and behaviours could indicate other problems, but bullying should be considered a possibility. Members of staff should be aware of these possible signs and should investigate if a child:

6.1.1 Becomes withdrawn, anxious, lacking in confidence

6.1.2 Begins to truant and/or begins to suffer academically

6.1.3 Has possessions which are damaged or "go missing"

6.1.4 Has unexplained cuts or bruises, or shows signs of being in a fight

6.1.5 Is bullying other children or becomes aggressive, disruptive or unreasonable

6.1.6 Changes eating habits (stops eating or overeats)

7 RESPONDING TO BULLYING

7.1 Often problems can be dealt with discreetly by discussing the matter with the other person, and keeping parents, as appropriate, informed. All instances of bullying must be referred to the Head.

7.2 A bullying incident should be treated as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Although the School will take pro-active measures to prevent bullying, when we detect bullying, we will respond in a measured fashion, following the relevant policies and procedures.

7.3   Online safety is important and incidents of cyber-bullying will not be tolerated. Further information on our approach to online safety can be found on our E-safety Policy.

7.4   Staff will undertake the relevant training in order to be able to identify and deal with all types of bullying. If necessary, the School will liaise with the Local Safeguarding Children Partnership to determine the most appropriate schedule, level and focus for training. Staff and pupils will be made aware of the sources of support for victims and bullies so that incidents can be dealt with effectively.

7.5   We are committed to supporting every pupil at Jeannine Manuel School and will do everything we can to support victims of bullying. When a child has engaged in bullying behaviour, we will also work closely with them to understand the reasons behind their actions and provide targeted support to help them change their behaviour. Our approach aims to promote empathy, accountability, and positive relationships, ensuring a safe and respectful environment for all.

7.6   Prejudiced-based bullying on the basis of protected characteristics is taken particularly seriously.

7.7   The following steps may be taken when dealing with incidents:

7.7.1   If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. Intervene and voice your concern.

7.7.2   A clear and precise account of the incident will be recorded and given to the Head (or appropriate member of the Head team) and all parties deemed appropriate by the Head. Do this promptly.

7.7.3   The Head will investigate (or delegate this responsibility to another member of staff). An action plan will be considered, which may include interviewing those concerned. This may include a meeting with each pupil individually to discuss the incident, with you and another staff member present, to discuss the incident. Any investigation will be recorded. All records of investigations will be stored securely, and processed in accordance with the GDPR, as outlined in the School's Data Protection and Privacy policies.

7.7.4   Disciplinary sanctions will be used, as appropriate. See the School's Behaviour Policy for further information.

7.7.5   If necessary and appropriate, the police will be consulted.

7.7.6   The Head should be informed of the outcome as well as all parties deemed appropriate by the Head. A copy of all relevant documents should be retained on the school files.

7.7.7   Explanation and discussion may resolve matters; however, Parents will be kept informed appropriately, including being informed of the behaviour and being made aware of the School's response.

7.7.8   After the investigation is complete and the incident dealt with, staff should monitor the position to ensure repeat bullying does not take place.

7.8   The Head also monitors records and data pertaining to bullying overall to identify and address trends or issues quickly.

7.9   The following disciplinary steps may be taken:

7.9.1   Official warnings to cease offending

7.9.2   Temporary suspension

7.9.3   Permanent exclusion

8   CONCLUSION

8.1   Although we seek to nurture a culture of kindness, we are likely to come across bullying. Do not ignore it. Please seek to act promptly and decisively when you encounter incidents of bullying.

8.2   We seek to encourage good lines of communication between pupils, staff, parents and governors.

8.3   The School Rules and sanctions, in appropriate circumstances, may be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the School.

8.4   The School recognises the importance of keeping accurate records so that patterns of behaviour can be identified. This will also enable the School to evaluate the effectiveness of its approach to bullying and revise areas of policy and practice, where necessary. We distinguish incidents on bullying based on protected characteristics to monitor our success in instilling values of tolerance and respect and in promoting the well-being of our pupils.

8.5   This policy is also applicable to the Early Years Foundation Stage (EYFS) and age-appropriate methods of resolution will be used in the first instance.

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[i] Safe to Learn: Embedding anti-bullying work in schools, DCSF, revised November 2007