

JUNIOR HOUSE ANTI-BULLYING POLICY including EYFS DURHAM HIGH SCHOOL

This policy should be read in conjunction with: *Child Protection and Technology Policy; ICT Code of Conduct; Junior House Behaviour Policy; Junior House ICT Policy (Years 3 to 6); Junior House Pupil Code of Conduct; Pastoral Care Policy; Safeguarding and Child Protection Policy.*

This policy has been prepared with regard to DFE guidance 'Preventing and Tackling Bullying, 2014'. It is our aim that wherever possible, our policy and procedure should contribute to all pupils' well-being by helping them to achieve their potential academically, emotionally, physically, socially and spiritually. We acknowledge that it is the right of every child to be helped to be healthy and safe, to enjoy and achieve, and to make a positive contribution to the community.

This policy forms an integral part of the Junior House wider Behaviour Policy.

Bullying – definitions

The School understands bullying to be deliberately hurtful behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally making them feel uncomfortable, intimidated or threatened, whether this is intended or not. Bullying is a whole school issue. Whilst bullying is not specifically a criminal offence, there are criminal laws which apply to harassment and threatening behaviour. The School recognises that bullying has serious consequences and can cause both physical and psychological damage and even suicide.

Bullying behaviour can occur between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face or indirectly. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted, under Social Care or is a young carer. It may be focused on someone's appearance, health, disability, intelligence, sexuality or their home situation. It may occur directly or through cyber-technology and social media.

Bullying can take many forms, but the three main types are:

Physical: Hitting; kicking; pushing; taking or hiding belongings; deliberately damaging someone's work or possessions

Verbal: Name-calling; teasing; taunting; mocking; making offensive comments

Indirect: Spreading unkind stories about someone; inappropriate use of mobile phones and/or texting, emailing, misuse social networking sites; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading malicious rumours.

All forms of bullying are taken equally seriously.

The School's Procedures with Regard to Bullying:

PREVENTION and INTERVENTION

Prevention

- i. To make it clear to pupils, staff, parents and guardians that bullying will not be tolerated; promoting an open and honest anti-bullying ethos.
- ii. In accordance with the School's Christian foundation, to instil in all members of the School community a sense of caring and kindness for one another; encouraging positive behaviour and respect for others.

- iii. To promote a positive environment where every member of the School community feels safe and supported; ensuring that during breaks and lunch times the buildings and grounds are supervised by staff.
- iv. To encourage a climate of openness in which pupils, staff and parents act immediately if there is any suspicion of bullying occurring.
- v. To provide a clear framework for dealing with incidents of bullying, which ensure that pupils, staff and parents know how to report bullying and how to get help.
- vi. To apply disciplinary sanctions fairly, proportionately, consistently and reasonably to deal with those pupils who are found to be bullying; taking into consideration the needs of vulnerable children. The aims of such sanctions are:
 - to impress on the perpetrator that what they have done is unacceptable;
 - to deter them from repeating that behaviour;
 - to signal to other pupils that the behaviour is unacceptable and deter them from doing it;
 - to hold the pupil who bullies to account for their behaviour and ensure that they face up to the harm they have caused and learn from it;
 - to provide an opportunity for the pupil to put right the harm they have caused.
- vii. To educate pupils in resisting bullying in all its forms; being clear about the roles that pupils can take in preventing bullying, including as a bystander.
- viii. To promote pupils' emotional health via resilience.
- ix. To provide variety of opportunities to address bullying issues through a whole-school and whole curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings (see PSHE programme).
- x. To make use of opportunities throughout the School calendar to raise awareness of the negative consequences of bullying: eg Assemblies, Pastoral Evenings for parents to discuss Cyber-bullying issues and responsible use of ICR; and the PSHE programme.
- xi. To provide effective support for those being bullied and a framework within which those bullying others may recognise and reform their behaviour.

Intervention

The aims of the School's anti-bullying strategies and intervention systems are:

- i. To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- ii. To react to bullying incidents in a reasonable, proportionate and consistent way.
- iii. To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil as appropriate, e.g. the School Counsellor.
- iv. To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.
- v. To provide support for both the pupil who has experienced bullying and for the pupil exhibiting bullying behaviour.

Cyber-bullying

Online safety and cyber-bullying is taken seriously by the School. The School actively manages hardware, software and connectivity in School and teachers are vigilant in the safeguarding and protection of pupils. Any incidents of cyber-bullying are reported instantly to the Head of Junior House.

Parents are also reminded of the part they play in safeguarding their daughter online and are asked to be vigilant when pupils are using technology at home; this is done through annual Cyber-safety Evenings.

See the 'Safeguarding and Child Protection Policy' and the 'Child Protection and Technology Policy' for further information.

Reporting Bullying Incidents - Who to Tell.

In most cases, if not seen by an adult, staff rely upon pupils/parents to report any incident of concern. At all times, pupils and parents are listened to and the School will respond immediately by

investigating. It is hoped that pupils are confident to report incidents, however a 'Thoughts Box' is in place in the Junior Corridor, where pupils may write down anonymously or with names attached, any concerns. The Head of Junior House checks the contents of this box daily and follows through with any concerns immediately.

Pupils may inform: Class Teacher, Teaching Assistants, Head of Junior House, Deputy Head of Junior House, Admin and Support staff, lunchtime Supervisors, friends in their class.

If the Headmistress/Designated Safeguarding Lead decide that a child is suffering or likely to suffer significant harm because of the bullying incident, then the case will be treated as a child protection concern and a referral made to outside agencies such as the Police or Children's Social Care.

Confidentiality May not be Guaranteed.

When a case of Bullying is reported to a member of staff it is not possible for that person to promise that the information will be kept confidential. Investigation is essential, however the victim of bullying will be kept informed of what action is going to happen at each stage. Their parents will also be kept informed.

In the event of cyber-bullying, staff will advise that any evidence is kept such as date, time and content of message. It is important in any investigation into cyber-bullying, to keep evidence to be able to show staff, parents and maybe in extreme cases, the Police.

Procedure for Dealing with Incidents Involving Bullying:

- i All teachers should be alert to possible warning signs in pupils such as distress, work difficulties, illness and irregular attendance.
- ii If a pupil or parent informs a teacher that a pupil is being bullied either inside or outside of school, or a member of staff hears that bullying has taken place, he/she should take careful notes of time, place etc and satisfy themselves that there is a case to answer. All reports of bullying must be taken seriously.
- iii The teacher should then speak to the Head of Junior House who will investigate (with either the Key Stage Coordinator or Deputy Head) the allegation by interviewing both victim and the alleged perpetrator separately. Detailed notes should be taken throughout. This will enable any patterns to be identified. The Head of Junior House keeps a log of complaints about bullying in the "Anti-Bullying Incident File" in order to be able to evaluate the effectiveness of the approach adopted and to enable patterns to be identified.
- iv If both the Head of Junior House and Deputy Head/Key Stage Coordinator agree that bullying has taken place, the Head of Junior House will then inform the parents of the pupil concerned and invite them into School. After discussion, suitable sanctions will be decided upon in line with the School's Behaviour Policy. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.
- v The Form Teacher and Key Stage Coordinator should follow up any incidents with appropriate support and advice for the victim and the bully.
- vi If appropriate, the Head of Junior House may suggest the involvement of the School Counsellor and discuss this with the pupil(s) concerned and their parents.
- vii Staff receive training which focuses on understanding the principles of the Anti-bullying Policy, recognising and tackling bullying behaviours, and understanding the needs of our pupils, including those with special needs or disabilities, and lesbian, gay, bisexual and transgender pupils.

Curriculum Support

The anti-bullying message is communicated regularly to the pupils through assemblies, and various areas of the curriculum, most notably through PSHE and Circle Time activities. Anti-bullying week is marked each year in November to raise the awareness of anti-bullying across the whole school.

All teachers should use any appropriate opportunity to reinforce the anti-bullying message either through the standards they set in their relationships with the pupils and the relationships they expect between pupils, whether inside or outside the classroom, or within lessons and extra-curricular activities. In particular, staff are encouraged to take any opportunity to discuss in a

positive way, the differences that exist between people and the importance of avoiding prejudice-based language.

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