

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, 2017' and forms an integral part of the School's wider Behaviour Policy. It is our aim that our policy and procedures 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 to achieve.

The School understands that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have consequences for their mental health. By effectively preventing and tackling bullying, Schools aims to create a safe, disciplined environment where our pupils are able to learn and fulfil their potential.

Bullying – Definitions

There is no legal definition of bullying, however the Department for Education, defines bullying as: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally." It is important to note that a single incident could also be defined as bullying; it does not *necessarily* have to be repeated over time.

The School understands bullying to be behaviour which:

- is deliberately intended to hurt, intimidate or humiliate
- often involves a power imbalance
- is usually repeated over time
- often involves no remorse on the part of the perpetrator.

Bullying takes many forms and can include:

- Physical:** Hitting, kicking, pushing, taking or hiding belongings, deliberately damaging someone's work or possessions.
- Verbal:** Name-calling; repeated teasing; threatening, taunting or offensive comments.
- Emotional:** Deliberately and maliciously excluding from a group, spreading malicious rumours intended to hurt or humiliate.
- Cyberbullying*:** Sending offensive, hurtful or degrading images/messages/comments by phone or via the internet/social media; excluding people from groups.

*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 class teacher/Pastoral Lead/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 eg Cyber-safety Evenings and Parents' Information Evenings at the start of the academic year.

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

Bullying behaviour can occur between pupils, between pupils and staff, or between staff and can be perpetrated by individuals or groups. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, sexuality, gender, special educational needs and disabilities, or because a child is adopted, under Social Care or is a young carer. It may be focused on someone's appearance, health, ability, sexuality or their home situation.

Bullying often involves an imbalance of power between the perpetrator and the victim. This could involve the bully 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.

All forms of bullying are taken seriously, however, any bullying on the basis of protected characteristics, including disability, race, religion or belief, gender identity, sexual orientation is taken particularly seriously.

A pupil who is complicit in the bullying behaviour of others, without directly participating in bullying behaviour, is also at fault and appropriate sanctions will be applied. A pupil who witnesses bullying behaviour and does not report will have their inaction questioned. Furthermore, bullying behaviour can often be very subtle and difficult for adults to identify.

Bullying or Friendship Issues?

It can be very difficult to discriminate between behaviours resulting from the problems with friendships which often occur in schools. Teasing and falling out with friends in younger pupils are very common and can cause children to feel hurt or upset, but this is not *necessarily* bullying behaviour.

In these situations, staff will exercise discretion in order to determine whether the incident is to be treated as a friendship issue or as a case of bullying. When there are problems between peers, staff will do their best to provide support, offer mediation and to repair relationships. Staff will also be alert to the fact that if these strategies are not employed, the situation *could* escalate to bullying behaviour.

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.

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, members of JLT, Pastoral Lead, 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 Pastoral Lead 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 Pastoral lead 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 positive behaviour 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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