James Dixon Primary School

Anti-Bullying Policy

February 2024

Glossary of terms

Restorative Justice

Restorative Justice is an approach to justice that focuses on the needs of victims and offenders. The five Principles of Restorative Justice are:

Invite full participation and consensus.
Work towards healing what has been broken. ...
Seek direct accountability. ...
Reintegrate where there has been division. ...
Strengthen the community and individuals to prevent further harms.

Emotional Resilience

Emotional resilience is a valuable skill for all children. It is about being in control and believing in one's ability to work through setbacks and risk situations in a capable, effective manner. This capacity for resilience empowers the child to develop coping behaviours, to persist in the face of failure, to bounce back with confidence and a healthy self-esteem

PSHE & C

Personal, social, health education and citizenship

This policy should be read with reference to section 89 of the Education and Inspection Act 2006 and the DFE guidance.

At James Dixon School we believe in Restorative Justice and our ethos is embedded in a strong belief in achieving positive outcomes for every child including: good health, feeling safe and making a positive contribution. We support the emotional well-being of every child and aim to provide a safe, secure and happy environment.

We believe bullying is unacceptable and encourage children to talk about anything that makes them feel uncomfortable. We create opportunities for children to talk to adults and their peers to resolve unhappy feelings in a supportive atmosphere. Staff will listen, take things seriously, act immediately and encourage children to develop strategies in order to cope with stressful situations. Children will be helped to build up their emotional resilience.

1) Objectives of this Policy

James Dixon Primary School's Anti-Bullying Policy outlines what the school will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the school community.

2) Our school community

- Discusses, monitors and reviews our anti-bullying policy
- Supports staff to promote positive relationships and identify and deal with bullying appropriately
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Talks to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.

3) Definition of bullying

Bullying is *"Behaviour by an individual or a group, usually repeated over time which intentionally hurts another individual either physically or emotionally."*

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyberbullying) can remain anonymous when threatening others online which encourages them to behave more aggressively than they might face-to-face.

Types of bullying

Bullying can take many forms:

- ☐ Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property).
- ☐ Verbal bullying (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm).
- ☐ Indirect bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection).
- ☐ Cyber bullying sending nasty phone calls, text messages or emails/chat rooms (ICT Acceptable Use Policy).

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled 'prejudice based bullying', and includes discrimination based on:

- ☐ Disability
- ☐ Religion (religions, Islamophobia)
- ☐ Gender
- ☐ Nationality, Ethnicity or Race (Black & Minority Ethnic; Gypsy Traveller Romany; Nationalism) Sexual Orientation (transphobic, homophobic, biphobic)

Types of cyber-bullying

- ☐ Flaming: Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- ☐ Denigration: Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- ☐ Exclusion: Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- ☐ Outing: Sharing secrets about someone online including private information, pictures, and videos.
- ☐ Trickery: Tricking someone into revealing personal information then sharing it with others.

- ☐ Impersonation: Pretending to be someone else when sending or posting mean or false messages online.
- ☐ Harassment: Repeatedly sending malicious messages to someone online.
- ☐ Cyber-stalking: Continuously harassing and denigration including threats of physical harm.

Actions NOT considered to be bullying

- ☐ Not liking someone
- ☐ Accidentally bumping into someone
- ☐ Making other children play things a certain way
- ☐ A single act of telling a joke about someone
- ☐ Arguments
- ☐ Expression of unpleasant thoughts or feelings regarding others
- ☐ Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

Reasons for bullying

- ☐ Some reasons why children might bully someone include:
- ☐ They think it's fun, or that it makes them popular or cool
- ☐ They feel more powerful or important, or they want to get their own way all the time
- ☐ They feel insecure or lack confidence or are trying to fit in with a group
- ☐ They are fearful of other children's differences
- ☐ They are jealous of another child
- ☐ They are unhappy
- ☐ They are copying what they have seen others do before, or what has been done to them.

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour. Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour. At James Dixon Primary School and Preschool , through 'JIGSAW" and promoting positive attitudes about ourselves and each other, we want children to become part of the shared value of friendship, trust and worth.

4) Preventing, identifying and responding to bullying

The school will firstly seek to develop emotional resilience in children so that they will be able to cope with the ups and downs that occur as part of life. They will be guided in learning how to cope with life's disappointments and troubles, to bounce back from stressful experiences, recover from misfortune, ready to try again another time and ultimately emerge as stronger individuals. In addition to this the school will:

- Ensure that the concerns and feelings of children will be heard
- Work with staff and pupils to encourage an open ethos where all members of the school community talk to adults or peers about worries and concerns
- Encourage pupils to say what they do not like about behaviour or other's actions
- Actively provide opportunities to develop pupils' social and emotional skills, including their resilience
- Consider all opportunities for addressing bullying through the curriculum, through displays, through peer support and through the School Council
- All staff to identify bullying and follow school policy and procedures on bullying
- Talk to pupils and make sure they understand what bullying is and the effect it has on others
- Ensure pupils know who they can talk to about worries and concerns
- Ensure pupils have a shared responsibility and feel safe in identifying and talking about bullying

5) Sanctions for bullies and support for their victims

Children suspected of bullying will be dealt with as follows:

- The alleged bully/bullies will be approached by an adult and given a chance to explain their actions
- If bullying is substantiated, then consequences of the incident will be explored i.e. how the victim feels and reasons for a child wanting to bully
- Ways to change behaviour will be discussed with supporting strategies and targets put in place
- The bully will be helped to make amends to the victim. The victim will be supported in building self-confidence and encouraged to say what he/she does not like

- The parents of the bully and the victim will be informed and a record of the incident kept on the child's file and the local authority will be provided with an anonymous, electronic copy of the report. Parents will be asked to confirm the action they have taken to help make amends.
- Behaviour of the bully will be monitored and if there is improvement, it will be recognised
- If the bullying continues and everything has been done to support the bully to change their ways, the bully will be excluded from school.

6) Involvement of pupils

The school will

- Ask pupils views about bullying through the school council
- Ensure pupils know how to express worries and anxieties about bullying
- Ensure all pupils are aware of the actions which may be applied against those engaged in bullying
- Ensure there is support to pupils who have been bullied
- Work with pupils who have been bullying in order to address the problems they have

7) Liaison with parents and carers

The school will

- Ensure parents/carers know whom to contact if they are worried about bullying
- Work with parents/carers to address issues which give rise to bullying
- Parents/Carers **should not approach** other parents/carers if they believe their child is a victim of bullying
- Work with outside agencies

8) Links with other school policies and practices

- Behaviour policy
- Personal, Social, Health, Education & Citizenship policy

- The recording of racial incidents

9) Responsibilities/Monitoring and review

This policy ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy
- Governors. Heads of School, Senior Managers, Teaching and Non Teaching staff need to be aware of this policy and implement it accordingly
- The Head of School to communicate the policy to the school community
- Pupils to abide by the policy
- Parents to support the policy