POLICY
TO
COMBAT BULLYING, HARRASSMENT AND DISCRIMINATION

Approved by the Governing Board

October 2023

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Source: FJS model

Introduction

Falcon Junior School is a happy school with a reputation for caring and supportive inter-personal relationships. We are, however, aware that bullying exists in all schools. We do our very best to maintain an ethos which prevents it from happening. Issues which do arise are taken seriously and dealt with promptly and thoroughly.

Definition

Anti-Bullying Alliance (ABA) defines bullying as:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace. http://www.antibullyingalliance.org.uk/about-us.aspx .'

In accordance to the Equality Act (2010) Falcon Junior School is committed to preventing and responding effectively to the bullying of vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, sexist and sexual bullying.

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.
Types of Banter:
• Friendly Banter- There's no intention to hurt and everyone knows its limits.
• Ignorant Banter- Crosses the line with no intention to hurt, will often say sorry.
• Malicious Banter- Done to humiliate a person-often in public.

Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:
• Bullying (including cyberbullying);
• Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
• Sexual violence, such as rape, assault by penetration and sexual assault;
• Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
• Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

• Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); and initiation/hazing type violence and rituals. We will challenge and respond to any concerns related to the above.

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline. This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment. The initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying, cyberbullying and child on child abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

What does bullying look like?

Bullying behaviour can be:
• Physical – pushing, poking, kicking, hitting, biting, pinching, etc.
• Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
• Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
• Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
• Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
• Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation, disablist remarks and radicalization.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Bullying is common with both boys and girls.

Bullying can take place between:
• young people
• young people and staff
• between staff
• individuals or groups

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying
Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:
• age
• being or becoming a trans person
• being married or in a civil partnership
• being pregnant or having a child
• disability
• race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
• religion, belief or lack of religion/belief
• sex /gender
• sexual orientation

These are called 'protected characteristics.'

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education. The school acknowledges its responsibilities to provide advice to families if bullying occurs off the premises.

Signs of Bullying
Looking out for signs of bullying is a collective responsibility. The following 'out of character' behaviours may be an indication that a child is being bullied:
- school refusal
- frequent illness
- not wishing to go out at break times
- easily upset
- trying to avoid certain situations (e.g. getting changed for PE)
- books or possessions go missing
- seeming frightened of walking to or from school
- beginning to do badly in school work
- clothes or possessions becoming damaged or destroyed
- becoming depressed or withdrawn and starting to stammer
- becoming distressed and eating significantly less
- attempting self-harm
- crying easily
- having unexplained bruises, scratches or cuts
- asking for money or starting to steal (to give to bully)
- 'losing' pocket money
- solitary at playtime
- refusing to say what is wrong
- giving an improbable excuse to explain any of the above

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.
Cyberbullying can include: -
- hacking into someone's accounts/sites
- posting prejudice /hate messages
- impersonating someone on line
- public posting of images
- exclusion
- threats and manipulation
- stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Dealing with a bullying incident
When dealing with a bullying incident it is important to keep calm, take it seriously, act promptly and reassure the victim. It is also important to investigate fully all incidents that are reported to the satisfaction of all parties and inform parents.

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)
- Parents/Carers: Concerns should be reported to any adult in school who will notify the Head of Year and other relevant members of SLT. This communication may be verbal or written.
- Children are encouraged to: speak to an adult in school/their parents/use the class worry box.
- All staff and visitors are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:
- staff members complete an incident log, using CPOMs
- interviewing all parties
- informing parents
- implementing appropriate disciplinary sanctions in accordance with the school's Positive Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable, being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- following up - We will keep in touch with the person who reported the situation, which may be parents/carers or other adults. We have a clear complaints procedure for parents who are not satisfied with the school's actions. This is available online or from the school office
- we will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate
- liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime
- liaise with the DSL if there are any safeguarding issues to consider- who may refer on to CADS

Strategies for Supporting Children identified as being the victims of bullying
- reassure the victim
- help the victim overcome the 'afraid to say' hurdle
- initiate an education programme, a RSHE activity or chose a relevant theme for a Year Group assembly if bullying is about a particular issue without focusing it on the child concerned
- help the victim to help him/herself by being more assertive or less sensitive
- ask for help from SENDCO/external agencies if required
- regular sessions with a member of our nurture team
- tell the victim to:
  - remember that she/he doesn't deserve to be bullied
  - say "no" to the bully
  - stay with groups of people even if they are not friends (safety in numbers)
  - avoid being alone in places where bullying happens

- get away if in danger (don't fight to keep your possessions)
- remember that fighting back might make it worse
- ignore the bully
- hide your feelings if you are upset
- walk quickly and confidently even if you don't feel that way inside
- be proud if you are different in some way (it is good to be an individual)

Strategies for Dealing with Bullying
- help children to solve their own problems through discussion
- help children to understand the link between their behaviour and the consequences of their actions
- a safe place is available for children affected by bullying
- members of the wider community visit school to educate children on bullying and how to access support outside of school eg. Childline

Responsibilities
Every member of staff is responsible for being familiar with this policy and its strategies and acting in accordance with it. Any incidents and subsequent actions should be recorded on CPOMs and any serious incidents should be referred to a member of SLT.

Monitoring
Staff will evaluate the success of this policy at least annually. The number of serious incidents of bullying will be monitored and shared with the governing body.

Related Documents
- The Aims and Values of the School
- RSHE Policy
- Playground Rules
- Safeguarding Procedures
- Staff Code of Conduct

Further Information
- Equality Act 2010
- Norfolk Schools Children's Services support for schools and parents:
  - School professionals:
    - https://www.schools.norfolk.gov.uk/pupil-safety- and-behaviour/bullying
  - Support for parents:
    - www.norfolk.gov.uk/bullying
- Anti-bullying Alliance   www.anti-bullyingalliance.org.uk
- Childline   www.childline.org.uk
- Kidscape   www.kidscape.org.uk/
  - Many available resources: examples
    - *Don't Bully Me! Advice for Primary Age Children*
    - *Preventing Bullying! A Parents' Guide*
    - *You Can Beat Bullying: A Guide for Young People*

- Various Posters for Cloakroom