Chesswood Junior School

Anti-Bullying Policy and Guidance 2020-21

Policy Monitoring

Core Policy Information			
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RACI	**Position**		**Name**
Responsible	**Deputy Head Teacher**		**Jez Himsworth**
Accountable	**Deputy Head Teacher**		**Jez Himsworth**
Consulted	**Wider Leadership Team, Pastoral Team and Governors**		
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Hard Copy	**Staff Room, PPA Room, Head Teacher's office**		
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School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

Agreement Links

This policy should be read in conjunction with the following school policies

Behaviour and Discipline policy

Child Protection Policy

Acceptable Use policy (internet safety)

Complaints policy

SEN policy

Supporting Material

www.dfes.gov.uk/bullying

www.bullying.co.uk

www.childline.org

www.anti-bullyingalliance.org.uk

Contents

1. Statement of Intent

The promotion of high expectations with regard to standards of teaching, learning, behaviour and striving for excellence at Chesswood Junior School underpin all aspects of the life of the school. The school community code is fundamental in providing all with a clear understanding of what is expected. The anti-bullying policy supports these principles by:

- promoting respect and tolerance (embracing difference) for each other and the school

- ensuring every individual in the school know their rights and they take their responsibilities seriously

- helping pupils towards an understanding of what is right and wrong

- supporting everyone in forming good relationships with adults and peers

We believe in tackling incidents of bullying by promoting and sustaining an environment where individuality is celebrated and individuals can develop without fear or anxiety. This policy has been developed on the basis of consultation, common agreement and consensus that we will maintain a consistent understanding of what bullying is.

2. Aims

- To generate a culture and secure conditions through which attending Chesswood Junior School is a positive experience for all members of the school community, ensuring that pupils learn in a supportive, caring and safe environment.

- To make it clearly understood that all forms of bullying are unacceptable.

- To ensure an effective, consistent and coherent approach towards identifying, challenging and responding to bullying.

- To promote the emotional resilience of children and young people to deal more effectively with bullying in all settings.

- To encourage all to promote a culture of openness to deal more effectively with bullying.

- For the whole school community to understand that the management of bullying is the responsibility of us all.

- To support and protect victims of bullying and ensure they are listened to.

- To help and support those who have bullied to change their attitudes as well as their behaviour and understand why it needs to change.

- To liaise with pupils, parents and other appropriate members of the school community.

- To ensure all members of the school community feel responsible for combating bullying.

- To ensure consistency in practice within the school community.

3. Scope

The policy is designed to cover and protect all members of the school community and will therefore apply to:

- Bullying of pupils by other pupils

- Bullying of pupils by staff

- Bullying of staff by other adults (staff members or parents)

- Bullying of staff by pupils

The school will take action on bullying from anywhere between the school gate and home.

4. What is Bullying?

4.1. *Definition*

Bullying can be defined in a number of ways. It is important for the whole school community to have a clear understanding of the definition applied to policy and practice at Chesswood. We follow the Department for Education Guidance (Preventing and Tackling Bullying, Advice for head teachers, staff and governing bodies) which defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

This definition includes the three key characteristics of bullying i.e. it is:

- Deliberately hurtful (including aggression)

- Repeated often over a period of time.

- Difficult for the victim to defend themselves against.

Bullying results in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation. Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others. The bully is often physically or emotionally stronger than the victim, or is perceived as such, so that it is difficult for the victim to defend themselves and there is often an imbalance of power.

4.2. *Types of Bullying*

Bullying can be direct or indirect and includes;

- **Verbal bullying** – name-calling, taunting, mocking, threatening, making offensive comments and teasing

- **Physical bullying** – kicking, hitting, punching, pushing and pinching,

- **Emotional bullying** - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money

- **Cyber bullying** – offensive text messaging, social media posts and messaging, e-mailing and sending degrading images by phone or the internet

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others. People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion or culture

- special educational needs or disability

- appearance or health conditions

- sexual orientation

- gender

- home circumstance, including looked-after-children

No one form of bullying will be considered as being of a lesser importance and the policy and procedure will be applied consistently in all occurrences of bullying.

5. Responsibilities

Roles and responsibilities with regard to behaviour for all groups are clearly defined in the school Behaviour and Discipline Policy. Further responsibilities specifically related to the prevention and management of bullying are outlined below.

5.1. *Governing Body*

It is the responsibility of the governing body to:

- Support the Head Teacher and staff in the implementation of this policy.

- Ensure that specific responsibility for anti-bullying work is allocated by the head teacher within the school's leadership structure.

- Be fully informed on matters concerning anti-bullying.

- To quality assure the work of leaders and others in ensuring children can attend school without fear or anxiety.

5.2. *Designated School Lead on Bullying Matters*

It is the responsibility of the school's designated lead to:

- Evaluate data to inform policy development.

- Co-ordinate and monitor the development opportunities for anti-bullying work in the curriculum.

- Monitor and evaluate the policy and its effectiveness.

- Ensure that all practice within school is in full alignment with the policy.

- Keep up to date with all new national and local policy and guidance regarding bullying.

- Ensure all staff (including support staff) regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying.

- Lead the school's response to anti-bullying week and additional learning opportunities

- Keep governors informed on current data.

- Engage the services of outside agencies where appropriate to support both the raising of awareness of bullying issues and pastoral support for those involved in such incidents.

5.3. *All Staff*

It is the responsibility of all staff to:

- Support each other in the implementation of this policy.

- Emphasise and behave in a respectful and caring manner towards all in the school community and help create a positive atmosphere.

- Report all incidents of bullying to the leadership team.

- Raise awareness of bullying, its impact and how to deal with it through curriculum work and discussion with pupils.

- Take any incident of bullying seriously and deal with it in a calm manner and take tangible action to investigate the allegations and resolve the matter based on the evidence available.

- Help secure a culture within school whereby children feel that they are listened to.

- Be alert to signs of bullying.

- Record incidents and accounts in line with policy.

- To inform parents of suspected bullying and respond to parental concerns

- Provide appropriate supervision of pupils within school to minimise opportunities for bullying to occur.

5.4. *Pupils*

It is the responsibility of all pupils to:

- Follow the 'Bright Sparks' Community Code at all times

- Support the staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise.(e.g. via young governors, anti-bullying ambassadors, circle time, discussion etc).

- Report all known incidents of bullying to an appropriate adult.

- Not stand by and allow others to be bullied.

- Take an active part in peer mediation if required to do so.

- Help support the victims of bullying through friendship.

5.5. *Parents*

It is the responsibility of all parents and guardians to:

- Support the implementation of this policy.

- Report any known concerns or incidents of bullying as soon as they become aware.

- To work collaboratively with the school, attend all meetings as required and to assist in reaching a successful outcome.

- Recognise that the school will at all times act in good faith to resolve allegations of bullying, but to resolve reports of bullying it must prove beyond reasonable doubt that those incidents have taken place.

6. Response to Bullying

The school will take predetermined steps to act upon any reported incidents of bullying. The exact nature of each step will depend in part on the nature of the incident and those involved.

6.1. *Investigation*

- Reports of alleged bullying will be acted upon quickly, usually within the same working day. The person initially in receipt of the information will pass the details to a member of leadership team (Head or Deputy Head).

- Children reporting incidents, either as a victim or a witness will always be assured that they have taken the right action by the adult receiving the report.

- An appropriate adult will meet with the victim and take details of the alleged incidents. All key details must be recorded in writing. Details of incidents of bullying may have been logged by a parent if the bullying has been reported to them at home initially. This will be considered as evidence when investigating.

- The investigating adult will seek to establish witnesses and evidence to support the victim's statement. All key details must be recorded in writing.

- The alleged perpetrator of the bullying will be interviewed about the incident and all details will be recorded in writing.

- The situation will be discussed with parents of all parties involved and face to face meetings will be arranged (independently) as appropriate.

- If investigation determines that bullying has not taken place but that there has been a misunderstanding then no further action will be taken. If bullying has not taken place but other breaches of the school Behaviour Policy have taken place then consequences will be applied in accordance with that policy.

- If it has been established that bullying has occurred then the appropriate consequences and support action will be applied (educational – reflective; restorative; protective).

- Both victim and perpetrator, along with their parents will be kept informed of outcomes throughout the process.

- Where appropriate, a restorative approach should be taken with the pupils involved in order that a full understanding of the impact is known and understood by all. Any such meeting should also leave both parties with a clear positive path forward.

- The school community need to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted.

- Child Protection procedures should always be followed when concerns are investigated.

- Where bullying has implications with regard to the law, then advice will be sought from relevant agencies or the police informed directly.

6.2. *Recording*

Keeping records throughout the entire process of dealing with a bullying incident is essential. These will enable the school to:

- Manage individual cases effectively.

- Monitor and evaluate the effectiveness of strategies.

- Celebrate the anti-bullying work of the school.

- Demonstrate defensible decision making in the event of complaints being made.

- Engage and inform multi-agency teams as necessary.

Records will include:
- pupil and/or adult incident report forms
- witness accounts
- parent account/logs of reported bullying
- contact with parent logs, including meetings and phone calls
- bullying report form
- details of all action taken and monitored outcomes
- a behaviour tracker which records all incidents of bullying throughout the school
  - recording on the house point and behaviour log

6.3. *Supportive Action*

It is recognised that support will need to be provided for those involved in bullying incidents. This will apply to both victims and perpetrators.

Support will be provided for victims of bullying by means of:

- Talking through the incident with person bullied and helping the victim to express their feelings.

- Discussing strategies for making amends.

- Follow up and monitor the situation at regular intervals after it has been addressed to ensure that:

  - there is no reoccurrence of the bullying

  - the victim feels safe in the school environment

  - reduce the risk of repeated behaviour.

- Peer support strategies such as peer buddies, circle of friends

- Nomination of a key worker.

- Counselling.

It is also recognised that often pupils who bully need help and support and that the school has a responsibility to ensure that they receive it.

Support will be provided for perpetrator of bullying by means of:

- Talking through their actions in order that so that:

  - they are fully aware of the effects of their behaviour

  - an understanding of why they have engaged in bullying behaviour is

established

- o they know how to respond differently in similar situations
- A behaviour or pastoral support plan.
- Provision of opportunity to make amends for upset caused.
- Work to help eliminate fears and insecurities that may have led to them bullying or harassing and to ensure that the offence is not repeated.
- Support from appropriate external agencies.

6.4. *Consequences*

Consequences are applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. However, for a sanction to be reasonable and lawful, schools must take account of the nature of the child's disability or SEN and the extent to which the child understands and is in control of what he/she is doing.

The main purpose of applying consequences is to:

- Enable the perpetrator to understand that what he/she has done is unacceptable.
  - o Developing empathy
- Support him/her in making restoration and repairing relationships.
- Support him/her from repeating that behaviour.
- Signal to other pupils that the behaviour is unacceptable and deters them from doing it.
- Increase understanding of limits of acceptable behaviour.
- Lead to a reduction of bullying behaviour.
- Demonstrate publicly that school rules and policies are to be taken seriously.

Consequences to be applied will be in accordance with the school Behaviour Policy. The degree of consequence applied will be proportional to the offence and take into account the full circumstances. This may include:

- o Reflect and restore session at lunch time or after school
  - ▪ Including reflect and restore work at home supported by parents
- o Internal exclusion
- o Fixed-term exclusion
- o Permanent exclusion

Pupils must not be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit.

7. Prevention

It is recognised that prevention is better than cure. The whole school community has a responsibility to maintain the ethos and discipline practice and procedures which have been commonly agreed. The provision of good role models and emphasis on focussing positive behaviour to reinforce this is central to the establishment of an environment in which occurrences of bullying are minimal.

The following list of agreed strategies will be used to support the prevention of bullying:

- Ensure that the whole school community have a full and comprehensive understanding of the community code and share high expectations of behaviour. Secure whole community understanding of their responsibilities in the prevention and reporting of bullying.

- The whole school community is fully aware of the negative impact of bullying and how to respond through:

    o Quality curriculum work on bullying, particularly PSHE units of work.

    o Addressing the issue of bullying in school assemblies at least once a year

    o Having an anti-bullying week at least once a year in school. This will usually be during National Bullying Week but does not have to be.

    o Professional development for staff on behaviour and bullying issues

    o Anti-bullying ambassadors

    o Proactive approach to promoting positive learning behaviours - Emotional, Social, Cognitive (see Behaviour Policy)

- Encouraging pupils' active participation in upholding the anti-bullying message.

- Evaluation of bullying data and evidence to establish trends in key times and locations where bullying is more prevalent and take action to address the conclusions.

- Engage the development of links with the wider community and outside agencies to support the work of this policy.

8. Monitoring and Evaluation

The deputy head teacher (pastoral) along with the pastoral team, will regularly monitor and evaluate the effectiveness of this policy. Records kept and maintained will provide clear information on the quantity and nature of bullying incidents. This will be analysed in order to identify trends and evaluate the success of anti-bullying strategies. Careful monitoring and analysis will link directly into school action planning. Monitoring will also be undertaken independently by the Governing Body as part of general monitoring of behaviour. Monitoring will:

- Provide a clear indication of trends.

- Indicate the number of concerns reported.

- Provide evidence of the consistent application of the policy

- Establish the success of actions taken.

- Provide information for whole school community.

9. Policy Review

- The whole staff will review operational elements of the policy every year in conjunction with the Behaviour and Discipline Policy.
- Children are requested to share their views of the school through the pupil questionnaire.
- Parents are asked to comment on standards of behaviour annually.
- Pupil and parent working parties will review aspects of practice and policy periodically throughout the year.
- The Governing Body reviews this policy in conjunction with the Behaviour and Discipline Policy. The governors may, however, review the policy earlier than this if:
    - the government introduces new regulations
    - the governing body receives recommendations on how the policy might be improved.