

**BANSTEAD
COMMUNITY JUNIOR
SCHOOL**



ANTI BULLYING POLICY

2020

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BANSTEAD COMMUNITY JUNIOR SCHOOL

ANTI BULLYING POLICY

1. Introduction

Banstead Community Junior School aims to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, understand the issues relating to safety, such as bullying and feel confident to seek support from school should they feel unsafe.

When reading this Policy please refer to the Child Protection and Safeguarding Policy S100.

2. Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and pupils.

Pupils have contributed to the development of the policy through the School Council, (which represents the whole pupil body), Life Skills lessons, circle time and Buddy discussions.

In addition, the School Council have developed a Student friendly version to be displayed around the school. The School Council have also presented their ideas to the pupils in an assembly.

Parents can make their views known through parent liaison groups and written feedback.

3. Roles and Responsibilities

The Headteacher has overall responsibility for the policy and its implementation and liaises with the governing body, parents/carers, LA and outside agencies in the appointment of an Anti-Bullying Co-ordinator who has general responsibility for handling the implementation of this policy.

The Anti-Bullying Co-ordinator(ABC) in our school is: Mr S Scott

The nominated Governor with responsibility for Anti-Bullying is: Mrs M Tavasoli.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents

- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Co-ordinating strategies for preventing bullying behaviour

4. Definition of Bullying

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

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

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 sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet. Refer to Computing and On-line Safety Policy S103.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups
- Sexting

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’.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities

- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

5. Reporting and responding to Bullying

Our school has clear and well publicised systems* (as seen below) to report bullying for the whole school community (including staff, parents/carers and pupils) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

- * School Prospectus
- * Staff Handbook
- * Year 3 pack
- * Website

The systems of reporting for:

- Children - report the incident to any member of staff. The staff member will fill in the anti-bullying form and give it to the Anti-Bullying Co-ordinator.
- Parents/carers - written allegations to the Anti-Bullying Co-ordinator
- All staff - directly to the Anti-Bullying Co-ordinator (this is linked to the Staff Conduct Policy A101).
- Bystanders - to any member of staff who will fill in the form and give it to the Anti-Bullying Co-ordinator

Procedures

All reported incidents will be taken seriously and investigated fully involving all parties. The process for this is as follows:

- Interview all parties and witnesses, where appropriate, to gather evidence
- Determine whether there has been any bullying and, if this is the case,
- Inform pupils and parents that the matter has been logged as a case of bullying and that remedial action is to be taken.
- Refer to Behaviour Policy (P103) and school sanctions and how these may be applied, including what actions may be taken if bullying persists. Communicate this to the pupils and parents.
- Actions should be communicated to relevant people - Lunchtime supervisors, teaching assistants, teaching staff and parents.

- The Anti Bullying Co-ordinator will check regularly with the victim and parents to ensure that there is a positive impact from the action that is being taken. This is to be followed up through discussions with the victim and his/her parents/carers.
- Support for the victim.

6. Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-Bullying Co-ordinator. The forms can be found in the back of the red detention folder in the staff room.

A recording form is attached (see Appendix 1).

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report in Spring Term.

The policy will be reviewed and updated annually.

7. Strategies for Preventing Bullying

As part of our on going commitment to the safety and welfare of our pupils we at Banstead Community Junior School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

For example:

- Anti-Bullying week held annually in November.
- PSCE/citizenship teaching in Life Skills lessons.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Playground Buddying
- Parent information events/information
- Training and development time for all staff
- Assemblies
- Display

For further guidance:

Department of Education

Up to date information about anti-bullying strategies
Anti-bullying Charter for Action

<http://www.education.gov.uk/schools>

British Values

The School will ensure in policy and practice that it adheres to the fundamental British Values as detailed in Ofsted Handbook for Inspection, August 2016. The fundamental British Values include valuing democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils will be taught to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Spiritual, Moral, Social and Cultural Development

Where possible, lessons, either through specific planning or ad-hoc opportunities, will promote the spiritual, moral, social and cultural development of pupils and their understanding of the role of society and their place within it. Through this approach, the school and specific subject teaching, aims to prepare pupils for the opportunities, responsibilities and experiences of later life.

Help organisations:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline	0845 1 205 204

Visit the KIDSCAPE website www.kidscape.org.uk for further support, links and advice.

Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
BullyingUK (advice)	www.bullying.co.uk
Think you know	www.thinkyouknow.co.uk

Appendix 1

BULLYING INCIDENT REPORT FORM

Date	
Reported by	
Child/children allegedly being bullied	
Member of staff filing the report	
	<p style="text-align: center;">Brief account of incident</p> <ul style="list-style-type: none">○○○○○
Action taken	<ul style="list-style-type: none">○○○
Checked by	