



**Christchurch Junior School**

A member of Twynham Learning

## Anti-bullying policy

**Last amended January 2022 by Sam Fuller (Headteacher) and**

**Ben Croton (Deputy Headteacher)**

**Ratified by the Local Advisory Board 26.01.2022**

**Next review date January 2023**

*This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.*

## Anti-bullying policy

**Christchurch Junior School is committed to providing our pupils with a safe and caring environment, giving children a community within which they can thrive. In line with our TL Excellence Strategy, we will place community at the forefront of all we do. By overcoming bullying issues, children will be supported to be happy in school so that they can fully access our world class curriculum and go on to achieve world class outcomes.**

### 1. Roles and responsibilities

The Headteacher is responsible for

- developing the policy in line with good practice
- ensuring that agreed protocols are followed
- evaluating the progress the school is making in relation to the anti-bullying agenda

Employees of the school are responsible for

- developing an appropriate culture within school
- supporting children who have experienced bullying
- responding to children who have bullied
- modelling appropriate, respectful behaviour

Children / young people in this school are responsible for

- contributing to a culture that respects difference and celebrates our similarities
- supporting children who have experienced bullying behaviours
- modelling appropriate, respectful behaviour

Anti-bullying Ambassadors and Anti-bullying Upstanders are pupils who have applied for these roles at CJS in order to make a positive difference to our school community.

Ambassadors and Upstanders receive training for their role and apply this in their support of their peers. This is monitored and overseen by the Strategic Leadership Team (SLT).

Governors are responsible for monitoring the above.

### 2. Aims and objectives

The aims and objectives of this policy should develop and maintain:

1. a culture of respect where difference is valued
2. a system of support for children / young people who have been bullied
3. a system of clear, fair and consistent responses to incidences of bullying

At CJS we take steps to actively promote positive relationships including an anti-bullying ethos. At the core of this is the message that “it is always right to tell an adult”. This message is reinforced through PSHE, assemblies, annual anti-bullying week and the good work of our anti-bullying ambassadors and upstanders. The school’s statement of vision and aims emphasises the importance of building a caring community in which “we include everyone and we respect differences.”

### 3. Definition

Our definition of bullying is behaviour that is deliberate and repeatedly causes unhappiness or hurt to another person. This includes physical or emotional hurt to another person.

There is no justification whatsoever for bullying behaviour and it will not be tolerated in any form. We are committed to dealing with any incident where children or adults in the school with protected characteristics report that they have been discriminated against or bullied.

Bullying affects everyone, not just the bullies and the person being bullied. It affects those who watch and other pupils can be drawn in by group pressure. We also recognise that bullying can take many forms (i.e. not just physical aggression). 'Cyber' bullying is another serious form of bullying which can include all areas of internet, such as email and social media misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera & video facilities, tablet, games consoles. (see 6 below).

#### **4. Responding and supporting**

Staff should be alert to signs of bullying and harassment, must take seriously any complaint of bullying, and deal with it firmly, fairly and promptly.

Where an incident involves assault or abuse, the offence itself might be dealt with in accordance with our Behaviour policy.

However, in many instances where bullying occurs, it will be more appropriate to follow the "Seven Step Approach." (Annex) This approach is designed to:

- Support children who are being bullied
- Help bullies to change their behaviour
- Meet those concerned individually and find out the facts of any incident
- Use peer group pressure to actively discourage bullying
- Break up bully groups where it seems necessary
- Inform parents immediately if the incident involves violence
- Involve parents of all children involved at an early stage if an incident is serious or repeated
- Help children develop positive strategies and assertiveness
- Involve and discuss with children agreed rules and behaviour
- Involve other agencies, e.g. Education Psychologist when necessary

We ask that parents help us to help their child to learn by keeping us fully informed of any circumstance(s) which may affect their child's ability to thrive in school.

Any incident of bullying (i.e. one that is taken through the Seven Step Approach) should be recorded by the adult dealing with it using our school's Management Information System (MIS) - Arbor.

We recognise that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, our school staff will report their concerns to the Designated Senior Person for Child Protection who will refer to Children's Services Social Care. At this point, records will be made within My Concern.

Staff at CJS are also provided with professional development to increase their knowledge of sibling bullying and steps to be taken, whether that occurs in the home or at our school.

#### **5. Dealing with racist incidents**

We expect all staff to take seriously any incident of a racist nature and to refer any incident to a member of the Strategic Leadership Team.

It is our policy to explain why such behaviour is unacceptable and to support both instigator and victim (if there is one). This process would normally include parents/carers of those

involved. PSHE curriculum topics and values support this approach. Every incident is recorded on our school's Management Information System (MIS) - Arbor.

## **6. Cyberbullying**

If a bullying incident directed at a child or young person occurs using technology, the school will deal with the incident. Possible strategies include:

- Advise the child or young person not to respond to the message.
- Refer to relevant policies including e-safety, acceptable use policy, anti-bullying policy and apply appropriate sanctions.
- Secure and preserve any evidence.
- Inform the sender's e-mail service provider.
- Notify parents of the child or young person involved.
- Consider parent workshops.
- Consult the Police Safe Schools Community Team (SSCT).
- Consider informing the police depending on the severity or repetitious nature of offence.

If malicious or threatening comments are posted on an Internet site about a child, young person or member of staff, the school will deal with the incident. Possible strategies include:

- Inform and request the comments be removed if the site is administered externally.
- Secure and preserve any evidence.
- Inform the SSCT.
- Endeavour to trace the origin and inform police as appropriate.

**Annex**The CJS 7 Step Approach to Bullying

Where an incident involves assault or abuse, the offence itself might be dealt with in accordance with our Behaviour policy. However, in many instances where bullying occurs, it will be more appropriate to follow the “Seven Step Approach.” If pupils, staff or parents communicate a concern about bullying the following procedure will commence where appropriate.

Step One-Interview with the victim When the teacher finds out that bullying has happened, s/he starts by talking to the victim about the incident and his/her feelings. S/he does not need to focus the enquiry on all details of incidents, but s/he does need to know who was involved, including non-participant spectators. S/he encourages him/her to write down the effects of the bullying, how it makes him/her feel.

Step Two-Convene a meeting with the people involved The teacher arranges to meet with the group of pupils involved. This will include some bystanders and colluders who joined in but did not initiate the bullying.

Step Three-Explain the problem S/he tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise the victim’s distress. At this stage it is best not to concentrate on specific incidents or allocate blame to the individuals or the group.

Step Four-Share responsibility The teacher does not attribute blame but states that s/he knows that the group can do something about it, something to help.

Step Five-Ask the group for their ideas Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. Agreed actions might be recorded in the form of a contract signed by all involved (including the teacher). The contract might also record likely sanctions to be used if the contract is broken by any party.

Step Six-Leave it up to them The teacher ends the meeting by passing over the responsibility to the group to solve the problem. S/he arranges to meet with them again, individually a week later to see how things are going.

Step Seven-Meet them again About a week later the teacher discusses with each pupil, including the victim, to find out how things are going. This allows the teacher to monitor the bullying and keeps the process.

It is important to remember to log incidents of bullying **using Arbor**. All appropriate school staff are notified of alleged and confirmed bullying, using Arbor.

## Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?	Anti-bullying Policy
2. Upon whom will this impact?	The CJS community

3. How would the work impact upon groups; are they included and considered?

<b>The Equality Strands</b>	Negative impact	Positive impact	No impact
Minority ethnic groups			√
Gender			√
Disability			√
Religion, faith or belief			√
Sexual orientation			√
Transgender			√
Age <small>(N/A to pre-school and school children)</small>			√
Rurality			√

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by LGB on 18.07.18.

Comment by Headteacher: