

Chellaston Junior School



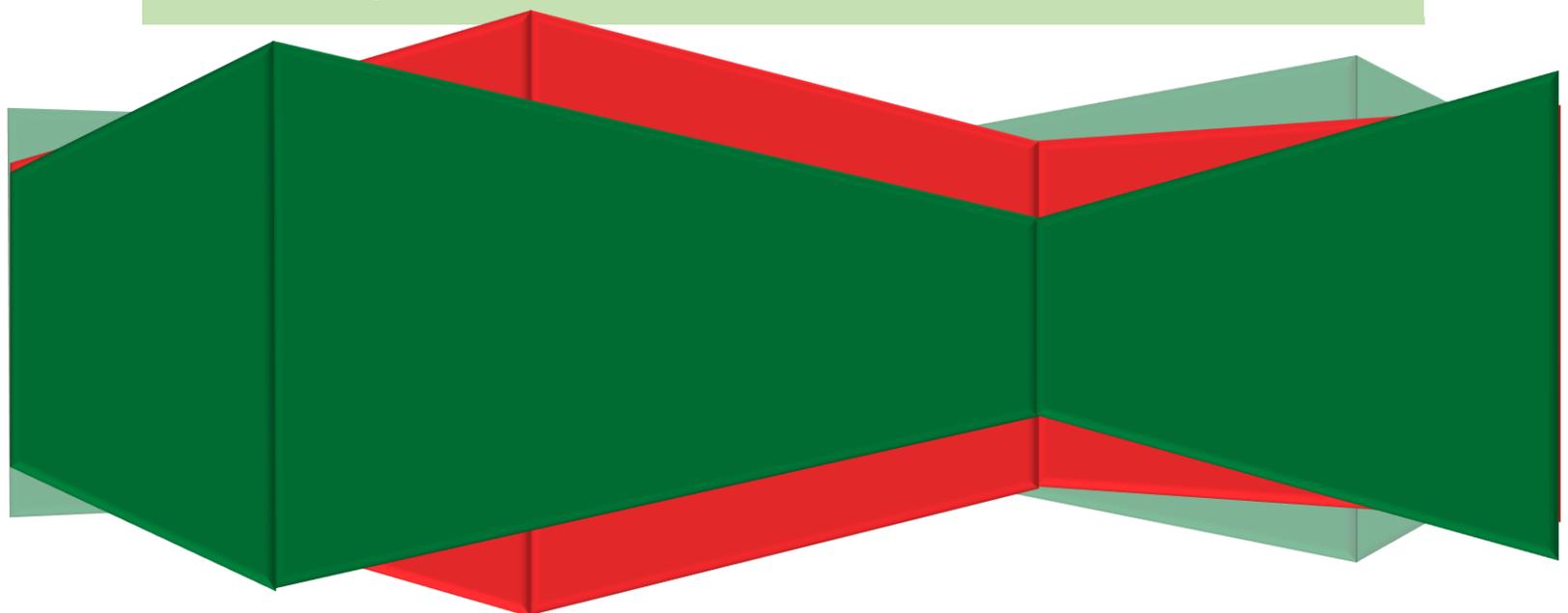
Anti-Bullying Policy

Approved by: Governing Body

Date: November 2022

Last reviewed on: Autumn 2022

Next review due by: Autumn 2024



Chellaston Junior School Anti-Bullying Policy

Objectives of this Policy



- All governors, staff, pupils and parents have an understanding of what bullying is
- All governors and staff understand what the school's policy is on bullying and follow it when bullying is reported
- All pupils and parents know what the school's policy is on bullying and what they should do if bullying arises
- Bullying will not be tolerated in our school

Statement of Intent

At Chellaston Junior School we are committed to providing 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. Our school vision is underpinned by a belief that all pupils are entitled to learn in a safe and supportive environment; bullying of any kind is unacceptable at our school. If bullying does occur, all students will be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

Policy Development

This policy was formulated in consultation with the whole school community with input from:

- Members of staff - reviews at staff briefings and meetings following inspections or monitoring
- Governors - discussions at governors' meetings
- Children and young people - pupils contribute to the development of the policy through the school
- Anti-Bullying Alliance 'All Together' project (Nottinghamshire County Council)

This policy is available:

- On our school website
- From the school office via email

Roles and responsibilities

Lisa Turner-Rowe the **Head Teacher and Designated Safeguarding Lead** has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, East Midlands Education Trust, Local Authority and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The **Anti-bullying Coordinator and Deputy Designated Safeguarding Lead** in our school is: Karen Price (Deputy Head Teacher). **Supporting Governor** is: Keir Mather (Safeguarding).

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.
- Coordinating strategies for preventing bullying behaviour.

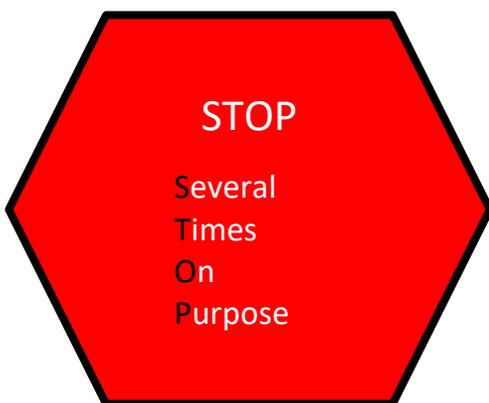
Staff Responsibilities

- To implement procedures to confront bullying of any form
- To report and record all incidents of bullying
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible
- To take appropriate action and to report to senior leaders via CPOMs
- To share with parents of the victim and bully, incidents of serious or persistent bullying
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To use restorative conversations and other interventions when investigating incidents

Definition of Bullying

When there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm due to 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.

See Appendix 1 for Examples behaviour associated with bullying.





What Does Bullying Look Like?

Prejudicial Bullying



relating to protected characteristics as defined by Equality Act

- 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



Verbal Bullying

name calling
 sarcasm
 spreading rumours
 threats
 teasing
 belittling
 banter
 inappropriate language



Emotional Bullying

isolating others
 tormenting
 hiding belongings
 threatening gestures
 ridicule humiliation
 intimidating excluding
 false friendships
 relationship conflict
 manipulation and coercion.

Physical Bullying



pushing
 poking
 kicking
 hitting
 biting
 pinching



Online Bullying

posting on social media
 sharing images/videos
 sending nasty text messages

Sexual Bullying

unwanted physical contact
 child-on-child abuse
 inappropriate touching
upskirting
 abusive comments
 homophobic abuse
 exposure to inappropriate films/online content.



5 Roles in Bullying

| | |
|-------------|------------------------------------------|
| Victim | • Target of the bullying |
| Ringleader | • Directs the bullying |
| Reinforcers | • Smile, laugh or encourage the bullying |
| Bystander | • Watch silently or ignore |
| Defender | • Intervenes or reports bullying |

Although bullying can occur between individuals e.g. a target and a ringleader, it often takes place in the presence (virtually or physically) of others who become reinforcers and bystanders.

Bullying can take place between **anyone** (children, staff, parents/carers, groups or individuals) and all incidents are taken seriously. This policy refers to bullying between **anyone**.

Where bullying occurs outside of school

Head teachers of state schools have the legal power to make sure pupils behave outside of school premises, “to such an extent as is reasonable”. We expect our pupils to behave in a kind and caring way towards each other at all times so the scope of consequence will include the option to respond to bullying that happens anywhere off the school premises, for example on public transport, in the centre of Chellaston or online. School staff can also choose to report bullying to the police if all other efforts to resolve, stop and prevent re-occurrence have failed.

How we will work to prevent bullying

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

- A positive behaviour policy with core principles of being **Kind, Ready, Safe**
- We actively promote the celebration of difference and diversity as part of our core CJS values and curriculum drivers of ***Our World, Our Possibilities*** and ***Expressing Ourselves***
- Anti-Bullying week annually in November, Children’s Mental Health Week and Safer Internet Day in February
- Weekly PSHE/RSE lessons with a focus on relationships, managing feelings and friendships

- Celebration events
- Social stories
- Inclusive books and resources throughout school
- Active School Council with representatives from each year group
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Weekly assemblies focusing on kindness, diversity, rights of the child and mental health
- Pupil voice e.g School Council, Rights Respecting Schools work via assemblies, pupil surveys
- Peer Mediator training for KS2 children to support at playtimes
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- We ensure that images and materials used reflect all groups in British society
- Open and honest reporting systems in class and across school
- Membership of Derby City Inclusion Network
- Support programmes for vulnerable people or groups involved in bullying
 - Counselling/Play therapy Mediation or restorative sessions e.g through our Teaching Assistants, Emotional Literacy Support Assistants and social intervention leads
 - Small peer group mediation work with a Teaching Assistant
- Appropriate parent information resources shared on the school website and newsletter
- Informative videos and links for parents/carers shared via newsletters
- Support for all school staff ,training and development for all staff including those involved in lunchtime and before and after school activities
- Staff training around curriculum delivery of PSHE/RSE related areas
- All staff to model expected behaviour

Reporting bullying

Our school has clear systems to report bullying for the whole school community (staff, parents/carers, children and young people) including those who are the victims of bullying or have witnessed bullying behaviour (bystanders/outsideers). Where bullying takes place off the school premises, this may be reported to the police if the behaviour is criminal or anti-social.

Children

- Report all incidents to an adult in school
- Report using 'Something to Say Box'
- Seek support from a friend or peer mediator to help them to report

See Appendix 3 for Children's Poster

Something to say? – helping our pupils to talk about their feelings

| | | |
|------------------------|-------------------------|-----------------------------|
| <small>My Name</small> | <small>My Class</small> | <small>Today's Date</small> |
| | | |

I'd like to tell you that I'm...
please tick

I am worried about something

I am happy about something



Please tell us what you want to say in the box below

The school staff will write below when they have chatted to you (date, details, sign, hand to JDR)

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns to contact their child's class teacher. The class teacher will take an initial note of the concerns and follow the **procedures and responses** outlined below.

We ask that parents/carers follow the below steps to ensure that issues are dealt with promptly and appropriately:

- Come directly to the school with any concerns rather than discussing them with other members of the school or wider community in person or online
- Report bullying incidents to your child's class teacher in the first instance via:
 - o Face to face conversation
 - o Email to your child's class teacher or to safeguarding@cjs.derby.sch.uk
 - o Via phone call to school
- If you feel that the issue has not been dealt with satisfactorily or the bullying is ongoing, please contact a member of the senior leadership team
 - o Phase leader – Y3 – Mrs Ballington, Y4 – Mrs Price, Y5 – Miss Busby, Y6 – Mr Beeston
 - o Deputy Head Teacher – Mrs Price
 - o Head Teacher – Mrs Turner-Rowe

Chellaston Junior School remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour or incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will support the pupils concerned and help them resolve concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

Please see appendix 2 for advice on how to support your child

School Response

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

All reported incidents will be taken seriously and investigated involving all parties. All staff are aware of and follow the same procedures.

1. An incident of bullying or conflict is reported to or identified by an adult in school.
2. A detailed incident record is filled in on CPOMs.
3. All information of the record should be passed to the class teacher by the adult recording it.
4. The Head Teacher and/or Anti-bullying lead will be informed, and suitable outcomes/solutions will be decided upon.
5. The appropriate member staff will discuss the incident with parents/carers following discussions in school about the response and outcome (solution).

Examples of responses (depending on incident):

- Interviewing all parties including target/s, ringleader/s and other roles involved. (Consider the context of individual cases including any protected characteristics for target and alleged bully and how this may influence any actions taken). This follows the restorative process.
- A conversation or meeting with parents/carers.
- Use of follow-up responses and support, appropriate to the situation for all involved such as: solution focused, self-esteem work, whole class PSHE lessons, restorative approaches, circle of friends, peer support/mediation, individual work with targets, perpetrators, outsiders and others affected by the bullying, referral to ELSA Teaching Assistant, referral to Lego therapy, counselling or outside agencies if appropriate.
- Implementing appropriate sanctions in accordance with the school's Behaviour Policy. These will be graded according to the seriousness of the incident but will send out the message that bullying is unacceptable and taken seriously at Chellaston e.g short exclusions, internal exclusions, withdrawn from some playtimes – but possibly spent restoring with a buddy, a lunchtime reflection, apology work, withdrawn from a trip or school production.
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate e.g seeking help from educational psychologists or social services.
- Following up all reported incidents, keeping in touch with the person who reported the situation and parents/carers to check the effectiveness of actions and reassess if necessary.
- Liaising with the wider community if the bullying is taking place off the school premises e.g cyberbullying or hate crime.
- Liaise with the DSL if there are any safeguarding issues to consider, who may refer on to Social Services.
- Liaise with the lead for young carers and looked after children where appropriate.
- Refer to the Derby City Council Threshold Document and complete an EHAF if appropriate.
- Having a clear complaints procedure for parents/carers who are not satisfied with the school's actions.

Recording and monitoring bullying

All bullying incidents will be recorded on CPOMs by the member of staff who deals with the incident and this will be monitored by the anti-bullying coordinator and Head Teacher. Termly incident updates will be shared with Governors through the Head Teacher's report.

Prejudice related incidents are no longer reported to the local authority but will be recorded by school to inform planning for interventions.

Information stored in school 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 discussed by staff in regular staff meetings.

This information will be stored in accordance with GDPR and statistical data presented to the governors as part of the annual report.

Links with other policies:

| | |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Behaviour Policy | Includes details about the rewards and sanctions for pupils |
| Safeguarding Policy | Includes information about child protection procedures and contextualised safeguarding |
| E-Safety and Acceptable use Policies | Includes information about children’s online behaviour and details about online bullying and cyberbullying |
| Equalities Policy | Includes information about our approach to tackling prejudice and celebrating differences |
| PHSE/RSE Policy | Includes information about our Trust PSHE/RSE policy and the school’s approach to teaching about relationships, friendships and bullying |
| Complaints Policy | Includes information on how to make a complaint if you are not satisfied with the school’s response |
| GDPR Policy | Includes information on how we manage and secure personal data |
| Code of Conduct | Outlines principles and standards that all employees and third parties acting on behalf of the Trust must follow. |

Useful organisations

Anti-bullying Alliance (ABA) - anti-bullyingalliance.org.uk

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – mencap.org.uk

Educational Action Challenging Homophobia (EACH) each.education

School's Out schools-out.org.uk

Childnet International childnet.com The UK's safer internet centre

Terms used through this document

CPOMs Child Protection Online Monitoring Service – the software used to support our record keeping

EHAF Early Help Assessment Form

ELSA Emotional Literacy Support Assistance

GDPR General Data Protection Regulation

KS2 Key Stage 2

PSHE Personal Social and Health Education

RSE Relationships and Sex Education

SLT Senior Leadership Team

Useful Publications

[Preventing and Tackling Bullying – July 2017](#)

[Equality Act 2010](#)

[Children’s Act 1989](#)

Behaviour often associated with bullying:

Relational conflict and retaliation

We provide regular in-depth discussions and lessons based on using ineffective or unacceptable responses following incidents of bullying, retaliation, or relational conflict such as, “It was just a joke!” or “I was using self-defence” or “They did it first”. These are explored across school so that children are accountable for their responses and actions. We strive to help children understand that we do make mistakes, but it is how we respond following an incident that counts – trying to restore, show remorse and emotional empathy. We work with all children, through PSHE, class discussions and social stories, to ensure they understand the difference between retaliating and appropriate defending.

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 antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to 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

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 and cyberbullying. If the victim might be in danger then intervention is urgently required.

Child-on-Child Abuse (also see our Safeguarding Policy)

This can include but is not limited to:

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

Sexist and sexual bullying

Sexual Harassment is 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.

Why are children and young people bullied?

Bullying often takes place when someone is perceived to be different and that is used as a tool to exercise power over another.

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 (colour, nationality, ethnic or national origin including: Gypsy, Roma, traveller heritage)
- religion, belief or lack of religion/belief
- sex/gender
- sexual orientation

These are the **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, bi-phobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and include statistics in reports to governors, East Midlands Education Trust and the local authority (where required) for monitoring purposes.

Other vulnerable groups include:

- young carers
- looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help.

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

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality or other protected characteristic; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; or because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. We will support children with their understanding of the language used and the impact it may have through our PSHE/RSE (Personal curriculum, assemblies, in-class discussions, anti-bullying education) and through restorative work. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school, in the local community, online and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has 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 forms of bullying.

Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

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

Appendix 2

Guidance for parents/carers

If you think your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Discuss with teacher/learning mentor.
- Make an appointment to discuss the matter with the Head Teacher and keep a record of the meeting.
- If this does not help, follow the school complaints procedure.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

- Try to separate, in your mind, your child's 'behaviour' from the child themselves. You love your child and you want them to be the best they can be but they sometimes make mistakes. Be prepared to accept that your child may have behaved unkindly and in a bullying manner towards another child or children and show support for the school to improve the situation for both the victim and your child.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number, e-mail address and usernames to.
- Check exactly when a threatening message was sent.
- Take screenshots.
- Support your child to report cyberbullying to the social media site so they can take action against users abusing the terms of service.
- Where necessary, report incidents to the police.

Advice for Parents/Carers to Share with Children

There is no simple solution to bullying or cyberbullying, or a fool-proof way to handle a bully, but since cyberbullying is rarely limited to one or two incidents (it's far more likely to be a sustained attack over a period of time) children will have to be relentless in reporting each and every bullying incident until it stops.

There is no reason for children to ever put up with any kind of bullying.

Tell your child:

Don't blame yourself. It is not your fault. No matter what a bully says or does, you should not be ashamed of who you are or what you feel. The bully is the person with the problem, not you.

Try to view bullying from a different perspective. The bully is an unhappy, frustrated person who wants to have control over your feelings so that you feel as badly as they do. Don't give them the satisfaction.

Don't beat yourself up. Don't make a bullying incident worse by dwelling on it or reading cyberbullying messages over and over. Instead, delete any messages and focus on the positive experiences in your life. There are many wonderful things about you so be proud of who you are.

Learn to manage stress. Finding healthy ways to [relieve the stress](#) (click for advice on stress management) generated by bullying can make you more resilient so you won't feel overwhelmed by negative experiences. Exercise, meditation, positive self-talk, muscle relaxation, and breathing exercises are all good ways to cope with the stress of bullying.

Spend time doing things you enjoy. The more time you spend with activities that bring you pleasure—sports, hobbies, hanging out with friends who don't participate in bullying, for example—the less significance bullying or cyberbullying will have on your life.



If someone is being unkind to you **Start Telling Other People**



Bullying is something that happens more than twice
Several Times On Purpose. We do not accept bullying at CJS

If you are sad about how other children are treating you in school:



Tell your teacher or an adult in school.

Tell a peer mediator who will help you to tell an adult in school.

Fill out a **Something to Say** form and put it in your class box.

Something to say? - Helping our peer to help about the bullying

| | | |
|------|----------|--------------|
| Name | My class | Today's date |
|------|----------|--------------|

I'd like to tell you that I'm...

I am worried about something

I am happy about something

Please tell us what you want to say in the box below

The school authority will ensure that this information is not shared with any other staff or pupils.

Your teacher may ask one of these adults to help you:



Miss Bellington



Mrs Price



Miss Busby



Mr Beeston



Mrs Holmes



Mrs Turner-Rowe



Mrs Deane-Robson