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Anti-bullying Policy

Policy referenced in statutory guidance (Gov.uk - Advice on statutory policies for schools) Review frequency: annual	
<i>Status</i>	<i>Date</i>
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Next full review by	October 2022

At Chandag Junior School we have a positive approach to behaviour management. We expect everyone to follow the '[Core Values](#)', to be responsible for their own behaviour at all times.

Chandag Junior School has prepared a comprehensive behaviour framework (available on the school's [website](#)) in order to promote impeccable behaviour and civilised attitudes throughout the school at all times. Please refer to this document alongside this policy.

Chandag Junior School's **behaviour management framework** is available on our [website](#) and should be read in conjunction with this policy

Within the ethos of the school, children are helped to understand and adhere to our expectation that everyone is treated with respect– in line with our [Core Values](#) . Children are taught about 'bullying' through assemblies, PSHE / SMSC and citizenship teaching and learning, equal opportunities teaching and this is reinforced by a consistency of approach from all adults in school and a consistency of expectation regarding pupils' interactions with each other. We are committed to develop an anti-bullying culture where bullying of adults, children or young people is not tolerated in any form.

Children are taught that:

Bullying can happen to anyone and can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE 'Preventing and Tackling Bullying' July 2017). Bullying is recognised by the school as being a form of peer on peer abuse and can cause severe and adverse effects on children's emotional development.

It's usually defined as behaviour that is:

- **repeated**
- **intended** to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include **repetitive and intentional**:

- physical assault - kicking, hitting, unwanted touching
- teasing and name calling, taunting, mocking or making offensive comments; spreading hurtful or untruthful rumours; sending hurtful notes or messages
- excluding people from groups
- making threats or belittling
- can include taking belongings or interfering with belongings
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger – sending offensive, upsetting and inappropriate messages)
- online gaming – sending or saying offensive, upsetting and inappropriate messages
- bullying of school staff by other school staff
- bullying of school staff by other parents/carers
- bullying of parents/cares by other parents/carers

Prejudicial bullying related to:

- gender based bullying including transphobic bullying
- sexual orientation (homophobic/biphobic bullying)
- Special Educational Needs or Disability (SEND)

We teach children, young people and adults that if they think they are being bullied as defined above, they can take the following actions and never just accept it. Children must never feel that they are doubted. They must be given the chance to 'have a voice' and they must know that the staff will talk to other children and adults to identify this event to see if it is part of a pattern of behaviours and then stop the actions from being repeated further.

- There are many adults at school who will help you and take your concerns seriously. You should talk immediately to your teacher, a Lunchtime Supervisor (SMSA), Senior Leaders, the Head and always before you leave school that day in order that we can talk to the perpetrator that same day at school. They can help you decide how to handle the situation or they can take action for you.
- Do not retaliate by becoming a physical or verbal bully yourself.
- Try to ignore the bullying. If you show that you are not upset, the bully may stop.
- Don't keep it a secret. Talk about it immediately with your teachers, your friends and your family.

We will always act upon children's or parent's concerns about a child being bullied. Together we will plan a way forward by taking all of the information and evidence we have available. The child will always be allowed to agree an action plan. They must always feel in control of the situation. The school will always 'feedback' actions and results to the family of the child.

Children are taught what to do if they witness bullying

- Offer friendship and support to the victim and
- encourage them to get help from a teacher (or family member if out of school)
- Tell the bully to stop and then immediately (or always before you leave school that same day)...
- report the incident to a member of the school staff (or parent if out of school)

Actions on Bullying

- If a child feels they are being bullied then we will do everything we can to find out what has been happening
- Each incident is thoroughly investigated and treated seriously in order to establish if it is part of a repeated and intentional pattern of behaviours.
- Children who have reported being bullied, and adult or child witnesses to the actions that have taken place, will be listened to and asked to verbalise and write down their account of the incident in detail. If other children are identified through this approach who may be involved and who may be encouraging the perpetrator, then these children will also be given an opportunity to record their actions. Together with the child we plan a way forward.
- The Head and Designated/Deputy Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns
- The school will speak with and inform other staff where appropriate
- The school will ensure that parents/carers are kept informed about the concern and action it takes, as appropriate and in line with our child protection and behaviour policies

Cyberbullying – when responding to cyber bullying concerns, the school will:

- Provide appropriate support for the pupils who has been cyberbullied and work with the person/pupil who has carried out the bullying to ensure that it does not happen again
- Encourage the person/pupil who is being bullied to keep any evidence (screenshots) of the bullying activity to assist in any investigation

- Take all available steps to identify the person/pupil responsible which may mean identifying and interviewing possible witnesses, contacting the service provider and the police if necessary
- Request the deletion of locally-held content and content posted online if needs be
- Inform the police if a criminal offence has been committed
- Provide information to support protecting themselves online like not replying/retaliating; advice on blocking or removing contacts; advice on thinking about what private information they may have in the public domain

Disciplinary measures

We will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of any vulnerable pupils.

Importantly, we will also try to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves and we will provide this through the 'Thrive' approach which is embedded within our behaviour framework.

- If sanctions are necessary, a decision is made by the school staff involved based on the evidence collected; these will be in line with the school's behaviour framework and policy
- Sanctions can include losing break/lunch times over a period of time in order to reflect on the actions taken and to take part in the logical consequences approach with a trained adult (*which aims to teach the perpetrator to change their behaviour, take responsibility for their actions, accept the consequences of their actions, and to separate them from other children whilst this work takes place*).
- Being on a Report card (*which aims to teach the perpetrator to change their behaviour, take responsibility for their actions, accept the consequences of their actions, and to separate them from other children whilst this work takes place*).
- In extreme cases, and where parents are informed, this may include internal exclusion - working and playing away from other children during the school day - or a fixed term exclusion away from school.
- All significant sanctions will be recorded and dated. A record is made. Exclusion details are held by the Headteacher and are considered confidential.

Preventing bullying

The school community promotes an inclusive and supportive environment based on a culture of mutual respect and responsibility (linked to our Core Values) to ourselves, others and our environment.

We encourage and promote the responsible use of technology, especially mobile phones and social media as well as online gaming. We recognise that bullying can be perpetrated or experienced by any member of our community and that children with SEND can be disproportionately impacted by bullying. We openly discuss differences between people and those which may motivate bullying (e.g. different family situations; caring responsibility situations; religion; ethnicity; disability; gender;

sexuality or related difference in appearance). As a school, we challenge any practice and language which does not uphold the school values or British Values (democracy, rule of law, individual liberty, tolerance).

We work to prevent and tackle concerns regarding any forms of prejudice-driven bullying. As part of our curriculum, we deliver a range of opportunities and approaches for addressing bullying such as: assemblies; displays; school council; Online Safety week in February; Anti-Bullying week in November as well as ensuring it has a high profile throughout the year; provide opportunities to develop our pupils' social and emotional skills and understanding, including their resilience, self-esteem and empathy.

Ultimately, we celebrate success and achievements whilst always promoting and building a positive and safe school ethos where we all respect each other and are responsible for our behaviours.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Kidscape: www.kidscape.org.uk
- NSPCC: www.nspcc.org.uk
- Childnet: www.childnet.com
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying