



**Join the Learning Adventure!**

## **Anti-Bullying Policy**

<b>Signed (chair):</b>	<b>Name:</b> R.Brown	<b>Date:</b> 1.10.18
<b>Signed (Head):</b>	<b>Name:</b> T Serle	<b>Date:</b> 1.10.18
<b>Ratified by:</b> Governing Body on 1.10.18		<b>Next Review:</b> September 2020

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>	Anti-Bullying Policy	Date	19.9.18
EIA CARRIED OUT BY:	T. Serle	EIA APPROVED BY:	T. Serle

### Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		X
Gender Reassignment (transsexual)		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		X

Any adverse impacts are explored in a Full Impact Assessment.

## 1. Introduction

Our Bromley Heath Junior School Anti-Bullying Policy outlines what we will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, between any groups of people in our school community, will be tolerated.

## 2. Aims and objectives

Bullying is wrong and damages individuals. We therefore do all we can to prevent it and tackle bullying, by developing an open and honest school ethos in which bullying is regarded as unacceptable.

- 2.1 We aim to produce a safe and secure environment where all can learn without anxiety.
- 2.2 This policy aims to outline a consistent school response to any bullying incidents that may occur.
- 2.3 We aim to make all members of our school community aware of our opposition to bullying, making each person's responsibilities clear.

## 3. Definition of bullying

- 3.1 Bullying is **"Behaviour by an individual or a group, repeated over time, which intentionally hurts another individual either physically or emotionally."**
- 3.2 Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through web-sites and Social Networking sites), sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, maliciously excluding people from groups and spreading hurtful and untruthful rumours.

## 4. Forms of bullying covered by this Policy

This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to learning difficulties or disability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or children in care or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

## 5. What is NOT bullying?

We believe that to deal with allegations of bullying successfully and appropriately it is important to understand what does not constitute an allegation of bullying.

- One-off arguments (or even fights) between children
- Teasing which stops when corrected
- Loss of temper by one child with different children at different times

- Loss of temper during a playground game
- Retaliation by the victim of a 'one-off' incident
- Rough play
- Accidental injury
- Minor 'one off' insults
- The falling out of friends (they often make up!)

5.1 If these incidents occur in our school, they are dealt with following our behaviour policy and are not dealt with as incidents of bullying. However, as a school, we recognise that these behaviours can be unacceptable and upsetting for individuals that are targeted. Behaviour like this will be taken seriously.

## **6. Responsibilities**

6.1 Preventing and dealing with incidences of bullying is the responsibility of the whole school community:

- School Governors will take a lead role in monitoring and reviewing this policy
- Governors, the Headteacher, the Leadership Team, Teaching and Support staff are aware of this policy and implement it accordingly
- All staff communicate the policy to the school community
- Pupils understand, abide by and respect the policy

6.2 The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

### **6.3 The role of Governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body does not tolerate bullying taking place in our school and any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governors require the headteacher and staff to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body will be notified if the headteacher conducts an investigation into an allegation of bullying, through the standing agenda item of 'Safeguarding' at full governing body meetings.

### **6.4 The role of the headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying strategy (see Anti-Bullying Flow Chart) and to ensure that all staff (both teaching and support) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the Anti-Bullying Policy on request.

6.5 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children

to this fact at suitable moments. For example, anti-bullying week, use of assembly as a forum in which to discuss with other children why bullying behaviour is unacceptable.

6.6 The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

6.7 The headteacher sets the school climate of mutual support, respect and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

6.8 **The role of All Staff**

All staff (both teaching and support) in our school take all forms of bullying seriously, and intervene to prevent and investigate incidents and allegations. All staff use the **'Anti-Bullying Flow Chart'** to monitor, inform and support allegations of bullying and will also keep their own records of all incidents that happen in their class, that they observe or that are being investigated in the school.

6.9 Any allegation of bullying is dealt with immediately using the Anti-Bullying Flow Chart.

6.10 It is every teacher's responsibility to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6.11 **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.12 Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school. We aim to have an open, honest and supportive dialogue with all families.

## **7. Monitoring and review**

7.1 The Anti-Bullying Policy is the governors' responsibility and they review its effectiveness Bi-annually with guidance from the head teacher.