



Bromley Heath Junior School

Anti-Bullying Policy

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| Signed (chair): | Name: Donna Whinham | Date: 29.9.22 |
| Signed (Head): | Name: T Serle | Date: 29.9.22 |
| Reviewed by: T Serle | Reviewed on: 21.09.22 | Note of Revisions: Re-write in line with 2022 DfE behaviour guidance and exclusion guidance. Inclusion of school rules, reference to behaviour curriculum and clarity over actions linked to 'serious behaviour sanctions'. |
| Ratified by: Governing Body on | | Next Review: September 2024 |

Equality Impact Assessment (EIA) Part 1: EIA Screening

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| Policies, Procedures or Practices | Anti-Bullying Policy | Date | 21.09.22 |
| EIA CARRIED OUT BY: | T. Serle | EIA APPROVED BY: | FGB |

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.

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.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Bromley Heath Junior School, we are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This policy is closely linked with our Behaviour Policy, our Child Protection Policy, our school Code of Conduct and the school's Vision and Values.

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.

We aim to produce a safe and secure environment where all can learn without anxiety. This policy aims to outline a consistent school response to any bullying incidents that may occur.

We aim to make all members of our school community aware of our opposition to bullying, making each person's responsibilities clear.

Definition of bullying

Bullying is:

"Behaviour by an individual or a group, repeated over time, which intentionally harms another individual or group, where the relationship involves an imbalance of power."

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|------------------|---|
| Emotional | Maliciously excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

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!)

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.

Bullying prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as Jigsaw/PSHE lessons, children are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. Online safety is an important part of the curriculum and information for parents is included in newsletters and on the School's website. Online safety workshops are also held to raise parents' awareness of online risks, responsible use and cyber-bullying. Children are

taught to refer to our anti-bullying flowchart if they think that they, or someone else, is being bullied and tell an adult in school.

Our school values (Responsibility, respect, kindness, courage, resilience and positivity) are an integral part of our daily curriculum and provides a structure of support and routine for our children to ensure that expectations are clear. These are further aided and supported by our three agreed school rules:

- We show kindness in our actions and words.
- We respect ourselves and everyone equally.
- We are responsible for our words, actions and environment.

Responsibilities

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
- Children understand, abide by and respect the policy

The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of their protected characteristics. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

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.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy (see Anti-Bullying Flow Chart below) 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.

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.

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

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.

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 keep records of all incidents that happen in their class, that they observe or that are being investigated in the school on CPOMs.

Any allegation of bullying is dealt with immediately using the Anti-Bullying Flow Chart (below) as a guide and talking prompt. In any case of alleged bullying, the class teacher should first establish the facts and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as bystanders if necessary and deemed appropriate by the staff member.

If an allegation is upheld, the headteacher (or senior leader) will be informed, The headteacher (senior leader) will seek to use a restorative approach with the perpetrator(s) and victim(s). The perpetrator(s) should fully understand the consequences of their actions on the victims and the families of both the victim(s) and perpetrator(s) will be contacted to discuss the outcomes, expectations and next steps for support for all parties. At this stage, it is likely that regular support and check-ins will be given to all parties with our Family Link Worker in order to provide support and monitor the situation.

If further incidents occur, intervention (e.g. outside agencies), further monitoring, support and sanctions will be applied - in line with our Stage 3 sanctions for serious behaviour within our behaviour policy - to ensure that bullying is stopped.

It is every staff member's responsibility to support all children across the school 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 occurring.

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.

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.

Monitoring and review

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

