

# Whitstable Junior School

# Anti-Bullying Policy

**Governors' Committee Responsible: Strategy Committee**

**Policy Originator: Headteacher**

**Status: Statutory**

**Review Period: 3 Years**

**Date approved: January 2024**

**Next review date: March 2026**

**Signed:** \_\_\_\_\_ **Chair of Governors**

**Signed:** \_\_\_\_\_ **Headteacher**

This policy is based on DfE guidance “*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*”, March 2014 and it is recommended that schools read this guidance:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

## **1) Objectives of this Policy**

This policy outlines what Whitstable Junior School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

### **Statement of intent**

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

We all follow the DCSF Bullying charter principles.

We further support this with an annual commitment to taking part in the national Anti-Bullying Week in November of each year and the National e-safety Day in February.

### **Whitstable Junior School is a Kent Accredited Anti – Bullying School.**

This policy links to other school policies in particular Behaviour and discipline, Health and Safety, Child Protection, e safety and PSHE/RSE

## **2) Our school community:**

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
  - Children – through the School Council and whole school surveys and focused content within many of the RSE and RE weekly lessons.
  - Parents/carers – through specific surveys and the annual online Perceptions survey carried out on behalf of the school
  - School Staff – through staff meetings, questionnaires and disciplined recording of behaviour using the CPOMs reporting system
  - Governors – through termly meetings and consultation
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

### 3) Definition of bullying

- Bullying is defined as behaviour that is ‘repeated, intended to hurt someone either physically or emotionally and is often aimed at certain groups, for example because of race, religion, gender or sexual orientation.’ DfE 2023.

At Whitstable Junior School we have adopted the following definition of bullying:

***Bullying is the repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be physical, verbal, online or psychological.***

(Taken from the Anti-Bullying Alliance and used in Anti-Bullying Week)

Bullying can include: Physical – pushing, poking, kicking, hitting, biting, pinching etc. Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling. Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion. Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc. Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion. Indirect - Can include the exploitation of individuals.

### 4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic, biphobic or transphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”.
- Banter as bullying.

### 5) Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment that promotes a culture of mutual respect, consideration, and care for others which will be upheld by all stakeholders, no matter their role in school.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying and act accordingly, with compassion and diligence.

- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through engaging lessons, focus days (such as Anti-bullying Week) displays, assemblies, peer support, and the school/student council and peer mentors.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience e.g. Penn State Resilience Programme, Friends Resilience programme and individualised friendship and individual interventions run by the Well Being Team
- Provide a range of approaches for pupils, staff and parents/carers to access support and easily report concerns.
- Challenge any practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour – see also E-safety Policy and Acceptable Use Policy.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff, and site support staff), and pastoral staff to identify all forms of bullying, and follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues to effectively develop strategies to prevent bullying from occurring (concerns recorded on CPOMs reporting system are monitored for repetitive patterns by SLT and WBTeam).
- Actively create “safe spaces” for vulnerable children and young people e.g. The Game Zone, The Nest and Oyster Room supported by the Well Being Team.
- Use a variety of restorative techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school or doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork

- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

**We use a range of strategies and teaching methods to eliminate bullying before it is an issue**

#### **At whole school level**

- The school has a Well Being Team to whom pupils, parents or staff can disclose bullying, ask for help as either a victim or bully and/or receive immediate support.
- The school ensures that SLT monitor and action any behaviours that could be seen as bullying and direct the appropriate member of staff (SLT, WBTeam, teacher) to follow up disagreements between children using restorative justice approach.
- Awareness raising through Anti-Bullying focused sessions, assemblies or lessons.
- A themed week takes place each year in November to highlight the effects of bullying (anti-bullying week) and is then continually referred too through lessons and assemblies
- Clear Anti-Bullying policy which all members of the school are aware of.
- Anti-Bullying messages embedded throughout the curriculum.
- National Healthy Schools Status.
- National Anti-Bullying Accreditation upheld
- Reward system for positive behaviour see the Behaviour policy for details.
- Bullying charter prominently displayed throughout school.
- Pupil consultation through the School Council
- Whole school Community Code – Be Safe, Be Kind, Be Responsible
- Whole School Values – Trust, Responsibility, Caring, Fairness, Respect and Determination
- Focus on whole school values promoted via assemblies
- Shared language and expectations adopted by the whole school when dealing with bullying
- Use of CPOMs to record, track and monitor incidents
- Allocated time in all staff meetings, SLT meetings and WBT meetings to discuss /raise profile of related incidents

#### **At class level**

- Class buddy system for new children
- Class rules are established at the beginning of the school year based on the whole school Community Code (Be safe, Be kind, Be responsible) and which promote positive behaviour and

agree class expectations. The roles and responsibilities of staff and pupils are made clear. These rules are regularly referred to throughout the year.

- RSE scheme of work, which includes teaching about keeping safe when using technologies

### **At individual level**

- Supervision of all accessible areas of the school, such as cloakrooms.
- Internet use policy, which states that children should not access social networking sites in school or the Internet without an adult being present.
- Children are not allowed to be in possession of mobile phones during the school day.
- Zoning of playground for different activities.
- Games Zone to provide a supervised (WBT), structured area for play and interaction.

## **6) Involvement of pupils**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying e.g. as a Kent Accredited Anti-Bullying School, verbal and written feedback from pupils is taken during Anti-Bullying Week in November.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

## **7) Liaison with parents and carers**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

## **8) Links with other school policies and practices**

This Policy links with several other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as RSE and computing
- Mobile phone and social media policies
- Searching and confiscation

## **9) Links to legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 2004
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 2023
- The Computer Misuse Act 1990

## **10) Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.

- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: ?

The named member of staff with lead responsibility for this policy is: Sarah Kent

### **11) Monitoring & review, policy into practice**

This policy was approved by the Governing Body on:

This policy will be monitored and reviewed in: March 2026

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.



## Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “[Supporting children and young people who are bullied: advice for schools](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

## LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

**SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **RESPONDING TO BULLYING – additional guidance on strategies used at Whitstable Junior School**

### **BULLYING ALLEGATIONS -**

Bullying allegations can come from a number of different sources including from the child, child's friend, parent/carer or staff member and all will be taken seriously and acted upon. Allegations may be reported in a variety of ways:

- Direct – through face-to-face contact with school staff.
- Indirect – intimated as part of discussions in focused lessons to the teacher or other staff.

### **RESPONDING TO BULLYING ALLEGATIONS -**

Bullying, even in apparently individual cases, is essentially a group phenomenon and therefore our responses to bullying will usually involve the bystanders in any intervention for good practice to be achieved.

### **STAGE I**

#### **SEVEN STEPS APPROACH**

##### Step One – interview with the victim

When the teacher/staff member/ WBT member finds out that bullying has happened he/she starts by talking to the victim about his feelings. He/she does not question him/her about the incidents but he/she does need to know who was involved.

##### Step Two – convene a meeting with the people involved

The teacher/staff member / WBT member arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate the bullying. We find that a group of six to eight young people works well.

##### Step three - explain the problem

The teacher/staff member/ WBT member tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his/her distress. At no time does he/she discuss the details of the incidents or allocate blame to the group

##### Step four – share responsibility

The teacher/staff member/ WBT member does not attribute blame but states that he/she knows that the group are responsible and can do something about it.

##### 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. The teacher/staff member/ WBT member gives some positive responses but she/he does not go to extract a promise of improved behaviour

##### Step six- leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She/he arranges to meet with them again to see how things are going.

### Step seven- meet them again

About a week later the teacher/staff member/ WBT member discusses with each pupil including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

The time scale will be shorter where bullying involves younger or new children.

## **STAGE 2**

The Headteacher contacts parents and discusses pupil's behaviour. Appropriate action decided upon e.g. positive discipline programme involving child, parents and teachers working together with regular reviews.

## **STAGE 3**

There are clear links at this stage with the school Behaviour and discipline policy.

The key children involved will be included in a group or as individuals and the Well Being Team will deliver a short, focused support programme that might be focused on friendships, anger management or other aspects of support. Parental permission and involvement will be required for all pupils and the impact of the support programme will be closely monitored.

An individual pupil behaviour programme may be put in place – if appropriate – this may include removal from the playground or supervised play with a focus on earning the right to return to play by demonstrating good behaviour – see below. This gives both parties 'time-out' and ensures that other children can play and have fun whilst feeling safe.

If at any point any of those involved disclose a safeguarding / child protection concern the appropriate action will be taken – see Child Protection Policy.

If a family-based issue is identified, parents will be invited to discuss this and where appropriate, external agency/services involvement will be sought with the family via the Early Help support process.

The school will work in partnership with outside agencies e.g. **LIFT, STLS**, and Educational Psychology Service, Project Salus, the Police or school nurse.

## **STAGE 4**

Where a pupil is at risk of **suspension** a Pastoral Support Plan will be put in place.

Fixed Term **suspension** – see Policy/statement.

The above Stages are illustrated in more simplistic terms in the flowchart on page 14 of this document.

## **SANCTIONS**

Whitstable Junior School takes bullying behaviour very seriously and will adopt a supportive, restorative, pragmatic problem-solving approach to **enable the person who has demonstrated bullying behaviour** to behave in a more acceptable way. School does not believe that the use of a purely **sanction-based approach** is helpful in managing this problem but where necessary sanctions will be applied consistently and fairly and in a proportionate way.

Sanctions include:

- Immediate action to stop an incident of bullying in progress

- Engagement with **the child who has displayed bullying behaviours** to reinforce that their behaviour is a breach of school rules and is unacceptable
- Loss of school privileges – e.g. use of the timber trail,
- Loss of playtime privileges – playtime and dinnertime
- Y6 – withdrawal of specific responsibilities e.g. House Captain
- Daily report to senior staff
- Daily Headteacher's report
- Removal from class/group
- Withholding participation in sports or out of school activity (if not an essential part of the curriculum)
- Fixed term **suspension**
- Permanent **suspension**

### **Recording and Reporting Incidents**

Bullying allegations and the schools actions are recorded online via CPOMs and categorised accordingly (online, child on child, cyber etc.) –with other forms of evidence such as Well Being Team records of support. All related staff members are included in the CPOMs recording to ensure concerns are communicated and awareness is raised.

Parents/carers are informed verbally or via email by the class teacher or a member of the school's leadership team.

School staff are informed verbally via the weekly staff meeting – all high-level allegations of Bullying (of any type) or low-level behavioural incidences are logged at this meeting to ensure all staff are alert to potential bullying. The Well Being Team are informed via weekly team triage meetings.

Governors are informed through the Headteacher's termly report.

The Local Authority is reported to as directed.

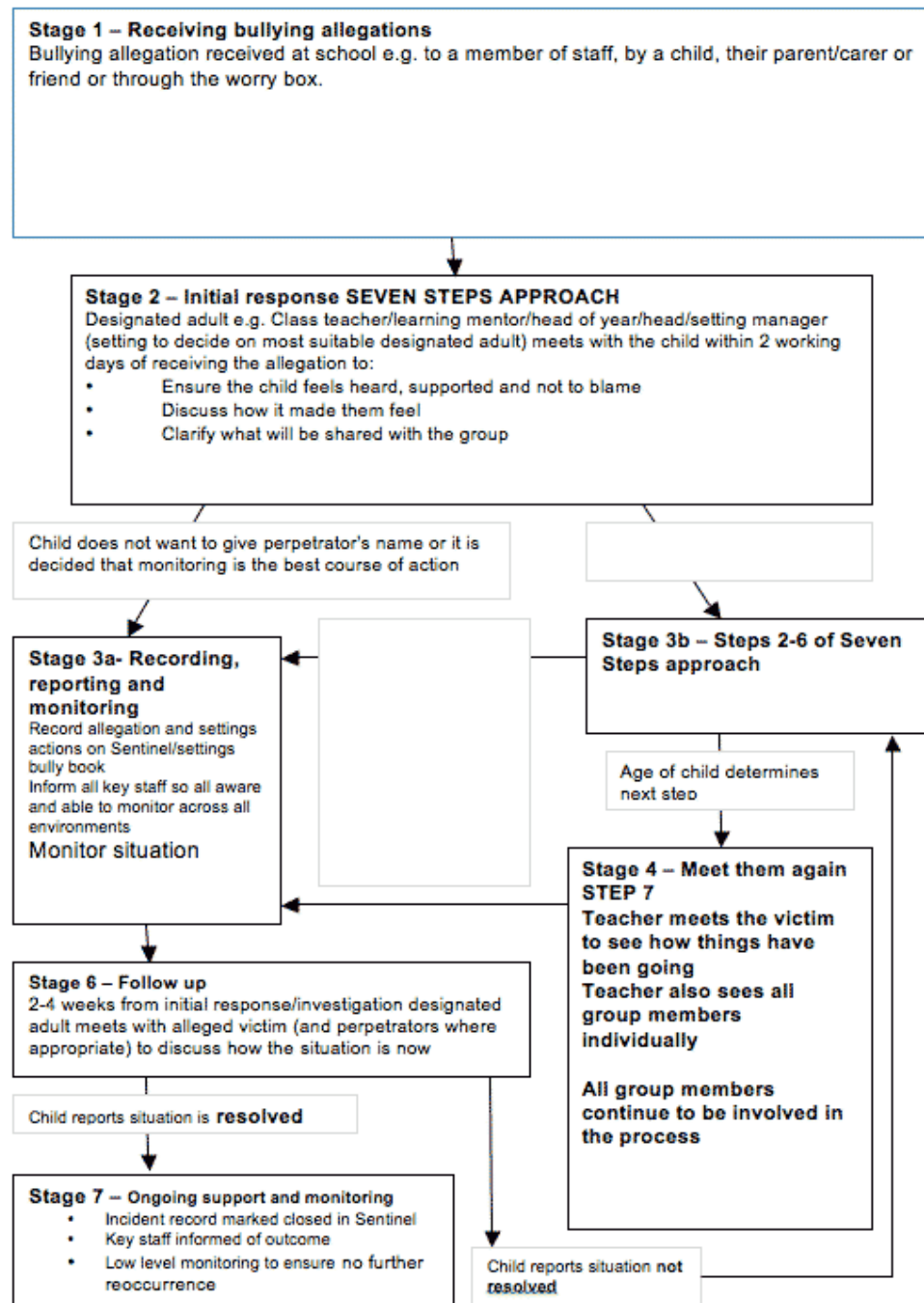
### **Monitoring and Support –**

Bullying situations will be monitored by the Anti Bullying coordinator/Headteacher. She will liaise with the class teacher, other appropriate staff and outside agencies if involved.

A follow up conversation will occur with the child after 4-6 weeks to check on progress.

Children, parent/carers and school staff will be supported by the Headteacher or outside agencies after incidents.

## Anti - Bullying procedure



If parents/carers report the allegations they will be kept informed of the step reached. (SEVEN STEPS) Otherwise parents will be involved if the situation is not resolved after step 7

## Supporting Adults

*Adults (staff and parents) who have been bullied or affected will be supported by:*

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

*Adults (staff and parents) who have bullied will be helped by:*

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the school's official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action