



CHALKWELL HALL JUNIOR SCHOOL

Anti-Bullying Policy

Reviewed and Approved by:	Governing Body
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Date Reviewed:	October 2022
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Next Review Date:	October 2025
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**Tenacitas
Trust**

CHALKWELL HALL JUNIOR SCHOOL

ANTI-BULLYING POLICY

1 Introduction

- 1.1 Bullying is a persistent action taken by one or more children repeated over time with the deliberate intention of hurting another child, either verbally or physically.
- 1.2 The school has a zero tolerance approach to bullying by adults¹ or children. Any such incidents will be dealt with promptly and firmly within the levels of understanding of each child about what constitutes bullying.
- 1.3 Incidents of transphobic, homophobic, racist, sexist, cyber, physical or verbal bullying whether it be direct or indirect should be recorded on the Bullying or use of Discriminative Language Incident sheet, this includes excessive use of the word gay as a derogatory comment,(appendix 1).

2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- 2.5 The Anti-bullying policy should be read in conjunction with the E-Safety Policy, Behaviour Policy and Safe-guarding Policy.

3 The role of Governors

- 3.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur, are taken very seriously and dealt with appropriately.
- 3.2 The governing body reviews the effectiveness of the school policy regularly.
- 3.3 The governing body responds within 10 days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.
- 3.4 The Safeguarding Governor will review the Anti-Bullying Log on a termly basis.

4 The role of the Headteacher

¹ Please refer to the Grievance, Whistleblowing and Safeguarding Policies for matters related to adults' behaviour in school.

- 4.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) 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.
- 4.2 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, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour is wrong.
- 4.3 The Headteacher ensures that all staff receives sufficient training, as and when necessary.
- 4.4 The Headteacher sets the school climate of mutual support and praise for success. When children belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The role of the teacher and support staff.

- 5.1 Teachers and support staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and on the playground.
- 5.2 If teachers or support staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, the child's class teacher informs the child's parents. (see appendix 2)
- 5.3 If an act of bullying is witnessed outside the school, the school is informed and appropriate action taken.
- 5.4 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. We spend time talking to the children who have bullied: we explain why the bullying was wrong and we endeavour to help the child change their behaviour. We suggest strategies for both children to prevent further incidents. If a child is repeatedly involved in bullying other children, we inform the Headteacher and the Inclusion Manager and Learning Mentors we then invite the child's parents into the school to discuss the situation. In more extreme cases, the Headteacher and external support agencies may become involved.
- 5.5 Any incident is recorded on a Bullying or use of Discriminative Language Incident sheet and a summary placed in the Anti-bullying Log which is kept in the school office (appendix 1)
- 5.6 Teachers and support staff are given access to a script to support them when tackling homophobic, biphobic, transphobic language/bullying (appendix 3)
- 5.6 Teachers and support staff will attend training when available to develop strategies.
- 5.7 Teachers and support staff support all children in their class and encourage (all children) to treat each other with respect. Teachers establish a climate of trust and respect by praising, rewarding and celebrating the success of children through: house points, achievement certificates, stickers, reward charts, postcards, etc. (see behaviour policy)

6 The role of the Midday Assistant

- 6.1** All Midday Assistants will have access to the Anti-bullying Policy and will therefore understand what constitutes bullying behaviour.
- 6.2** All incidents of bullying will be passed to the lead MDA who will then liaise with the Inclusion Manager/Headteacher or class teacher to ensure that the appropriate action is taken and when necessary a note made of the behaviour using the anti-bullying log.
- 6.3** The Inclusion Managers from the Infant and Junior Schools will meet regularly with the lead MDA to look at any low-level bullying patterns of behaviour from any individuals so that appropriate action can be taken.

7 The role of the child

- 7.1** All children are encouraged to acknowledge and respect each others individuality, to be open, honest and to treat each other with respect. Children are encouraged to celebrate the successes and achievements of others and be a good friend.
- 7.2** Children are encouraged to understand what bullying and the term bullying means and report any incident.

8 The role of parents

- 8.1** 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.
- 8.2** 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.

9 Monitoring and review

- 9.1** This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request.
- 9.2** The anti-bullying policy is the governors' responsibility and they review its effectiveness regularly, by discussion with the Headteacher.

Appendix 1

Chalkwell Hall Junior School Bullying or Use of discriminative Language Incident Sheet

Name of Pupil(s) involved: _____

To monitor the incidents of bullying, please could you indicate below if there were any noted incidents of:

Transphobia or transphobic language
(derogatory references to trans individuals) ☐

Homophobia or homophobic language
(derogatory references to homosexuality) ☐

Racism or racist language ☐

Cyber-bullying incident ☐

Sexism or Sexist Language ☐

Physical incidents or bullying ☐

Verbal incidents of bullying ☐

Did the incident(s) happen Inside or Outside school? I/O

Additional Details:

Through discussion ☐

Parents informed ☐

Teacher informed ☐

SLT Informed ☐

Does Further work need to be done around the issues with the individual? Yes No

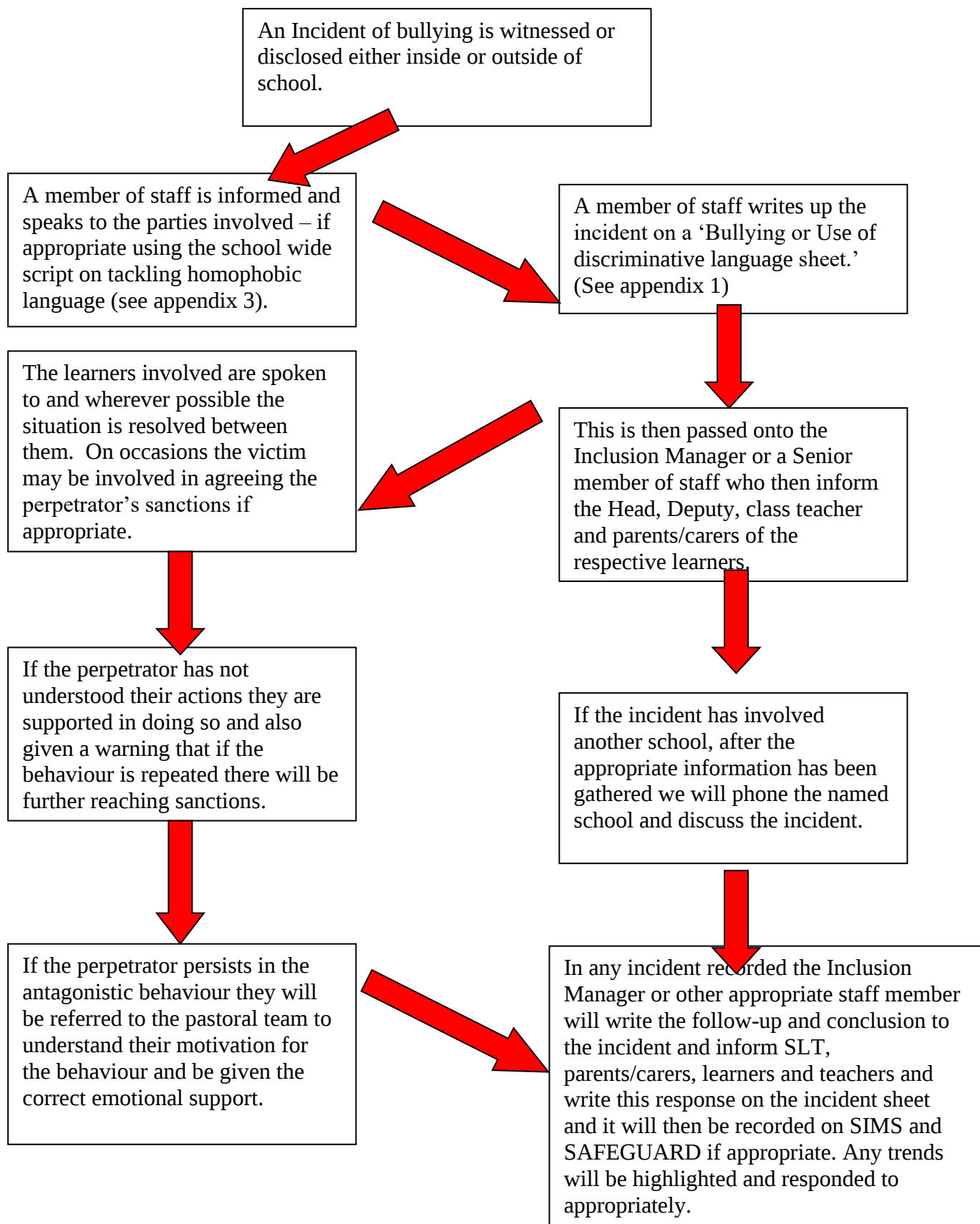
If yes, what approach?

Staff name (printed): _____ Staff Signature: _____

Headteacher/Deputy/SLT Member _____ Date: _____

Appendix 2

Flow Chart for reporting incidents of bullying:



Appendix 3

Script for tackling discriminatory language

Challenging discriminatory language: a 'palette' of responses

It is important that discriminatory language is challenged, but the challenge or response will depend on a variety of factors including the age and understanding of the person using the language and their intention.

This section offers a variety of responses for different situations and for different age groups.

This script can be adapted for use in challenging all forms of prejudice.

Institutional response:

In our school we always try to be kind to each other and when you use 'xxxx' like that it is unkind. Our core values say that we should all respect each other and we are responsible for the language we use.

The anti-bullying policy says that discriminatory language is not tolerated.

We are all responsible for making this a safe place for everyone.

That kind of language is unkind and makes people feel unsafe. Therefore it is unacceptable.

Question:

What do you think that word means?

What makes you think that?

Do you mean that as a compliment or an insult?

Do you realise that what you said is unkind/unfair/racist/homophobic etc?

Would you be happy if someone talked like that about your brother/sister/mum/dad/friend?

Can you explain what you mean by calling that person 'xxxx'?

How would you feel if someone spoke about you in that way?

Confront:

Language like that is not acceptable in our school/society.

You might not think that remark's offensive, but many would.

Let's talk about why people think like that.

Personal response:

I'm not happy with what you said.

Discriminatory language upsets me.

I don't want to hear it again.

I'm really surprised and disappointed to hear you say that.

I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such unkind language.