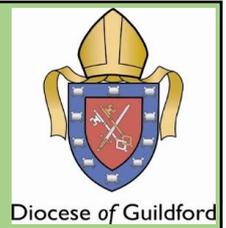




Queen Eleanor's Church of England Junior School  
*An Academy in the Good Shepherd Trust*  
 Queen Eleanor's Road, Onslow Village, Guildford, GU2 7SD



## ANTI-BULLYING POLICY

Date	Review Date	Coordinator	Responsible Body
November 2018	November 2019	Whole Staff	Children's Committee

### Purpose of the policy

We aim for Queen Eleanor's to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school with a distinctly Christian ethos, where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are concerned with helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

### Aims

We aim to:

- Build a school community in which mutual respect, co-operation and justice are integral features.
- Create a stable, secure learning environment for the children, safe from any form of bullying.
- Create an 'open culture' where children and staff feel able to report any incident of bullying, confident that the situation will be dealt with promptly, sensitively and effectively.

This policy was formulated in consultation with the whole school community with input from:

- Members of staff, governors, parents/carers, children and young people, and other partners
- Pupils contribute to the development of the policy through the school council, circle time discussions, etc.
- The school council will develop a pupil-friendly version to be displayed in classes.
- Parents/Carers will be encouraged to contribute by taking part in written/verbal consultations

### Roles and responsibilities

The Head of School has overall responsibility for the policy and its implementation along with the Senior Leadership Team (SLT) and governing body. The leadership and management of the school will liaise with parents/carers, the Local Authority and outside agencies to ensure this policy is implemented successfully. The Head of School and Inclusion leader take overall responsibility for handling the implementation of this policy.

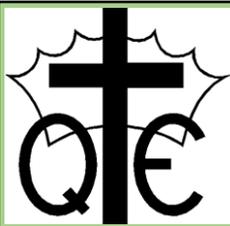
Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

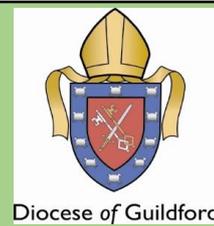
### The Role of Governors

Governors will...

- Support the Head of School and staff in all attempts to eliminate bullying
- Monitor incidents of bullying and ensure accurate record keeping
- Respond to requests made by any individual to investigate bullying
- Act in accordance to the agreed document 'Bullying- A Charter for Action' (See Appendix 1))



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### The Role of Pupils

#### Pupils will...

- Report any incidents they have experienced or witnessed to an adult, either a parent or a member of staff
- Provide information, when asked, to a member of staff investigating an incident
- Act in accordance to the agreed document 'Bullying- A Charter for Action' (See Appendix I)

### The Role of Parents

#### Parents will...

- Inform the school of any incidents they have become aware of, whether their child is the target or perpetrator.
- Support the school with any intervention made to prevent the bullying from continuing.
- Work with the school to uphold the Anti-Bullying Policy.

### Bullying off School Site

Whilst the school is not directly responsible for responding to bullying off school site, all individuals are encouraged not to 'suffer in silence'. A range of steps may be taken in order to support any victim of bullying and ensure that any direct impact on school life is responded to swiftly and fairly, to this end, staff may:

- Contact parents so that issues outside of school may be dealt with, as appropriate
- Seek outside agency support from PCSOs and police officers in order to deal with incidents of bullying
- Use curriculum time to provide children with strategies and knowledge required to tackle bullying and seek help

All staff at this school have a responsibility to model respectful behaviours both towards pupils and towards other adults

### Definition of bullying

*'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.*

*Safe to Learn: embedding anti bullying work in schools (2007)*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

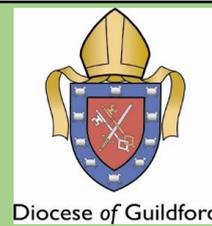
### What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault



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- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e-mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### Why are children and young people bullied?

Specific types of bullying include:

- physical bullying
- direct verbal bullying
- relational bullying
- cyber-bullying (the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else)
- bullying related to special educational needs or disabilities
- Sexist / transgender / homophobic bullying
- bullying related to race, religion or culture (refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status)
- bullying of young carers or looked after children or otherwise related to home circumstances

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

### Reporting and responding to bullying

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) which includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). All reports of bullying should be noted in the Behaviour log by the staff involved and whenever possible resolved by staff at time of incident.

Systems of reporting:

- Children and young people in school should report concerns to a member of staff (e.g. classteacher, teaching assistant)
- Parents/carers should, in the first instance, talk to their child's class teacher
- All staff should liaise with their phase leader
- Visitors should report to the member of staff they are visiting who will then investigate the situation
- Bystanders should report concerns to a member of staff

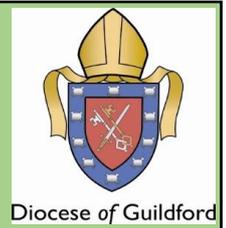
### School Procedure for Dealing with Bullying:

#### Procedures

All reported incidents will be taken seriously and investigated involving all parties.



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All incidents should be dealt with in line with 'Restorative Approaches' which we use at Queen Eleanor's.

The principle is that the child causing harm is held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual being bullied
- Accepting responsibility for the harm caused to others
- Recognising the need to take action, to begin to repair the harm caused and
- Agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time

There is a range of restorative approaches and it is important that they are used in conjunction with – not in place of – sanctions.

This approach includes:

- Inform the parents of both parties (normally by phone) and arrange appropriate follow up meetings as necessary.
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for both the victim and the bully (including investigating any underlying issues).
- Interview both the victim and the bully, outside the classroom situation, in a calm non-aggressive manner.
- Ensure that the victim is confident that he/ she has done no wrong and make clear to the bully how he / she is in breach of the school behaviour policy.
- Where appropriate, arrange for the bully and victim to come together, the bully to acknowledge that the behaviour must not re occur, and for the victim to accept this assurance.
- In cases where physical harm has resulted, an on line accident form will be completed and an entry made in the Behaviour Log

### **Consequences**

These must be applied fairly, proportionately, consistently and reasonably, taking into account SEN, disabilities, or vulnerability the child may have. Bullying by children with disabilities or SEN is no more acceptable than by anyone else but, for a sanction to be lawful, there must be consideration of the extent to which the child understands and is in control of what they are doing.

### **Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Inclusion coordinator.

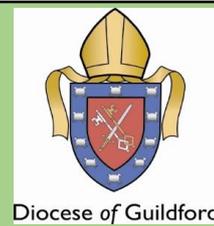
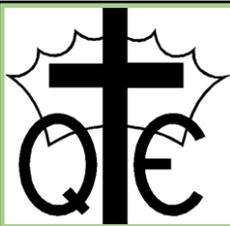
The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Development Plan, working towards a more inclusive ethos across the school community.

### **Practices and Strategies to Support a School Environment Free From Bullying**

The following strategies will help create an environment at Queen Eleanor's which is free from bullying.



## ANTI-BULLYING POLICY

### School Council

- Fortnightly Class Council Meetings – Enabling children to add to 'hotspots' and share their concerns about behaviour in the outside areas.
- Pupil perception work – Reviewing the progress and changes that have been made by new initiatives and intervention.
- Weekly Council Meetings

### Duty Staff

All staff to be made aware of incidents of bullying that has taken place so they can be vigilant when children are moving around the school, or during playtime and lunchtime.

*Playtimes:* Duty staff to position themselves in different locations so they can monitor the whole playing area, paying particular attention to the 'hot-spots' Any incidents are to be reported to the class teacher.

*Lunchtimes:* Duty staff to position themselves in different locations so they can monitor the whole playing area. Any incidents are to be initially reported to the member of SMT on outside duty, and then to the class teacher.

*After school:* All class teachers take their children to the playground at the end of the day. This gives them the opportunity to monitor children as they leave the school. Any incidents are to be initially reported to the member of SMT on outside duty or directly to the Head of School.

All non-duty staff to actively encourage children to go outside during playtimes to prevent incidents taking place unseen in the corridors.

### Buddies and Playground Pals

Each class in the school is to establish Playground Buddies, who will be distinguished by a green bib. These Buddies will be available to play with any children who are finding playtime difficult or have no one to play with.

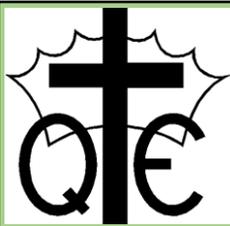
### 1:1 Support for Vulnerable Children

Children who have been, or potentially could be, the target of bullying behaviour will receive additional adult support during playtime and lunchtimes.

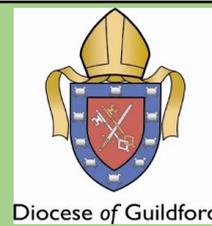
### Teaching and Learning and the Curriculum

As part of our on-going commitment to the safety and welfare of our pupils we at Queen Eleanor's CofE Junior School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Involvement in SEAL including Anti-bullying Unit.
- Involvement in Healthy Schools
- Anti-Bullying week (annually in November)
- PSHE/citizenship lessons including specific curriculum input on areas of concern such as Cyber bullying and internet safety
- Student voice (through the school council)
- Playground Leaders
- Parent information events
- Staff training and development for all staff
- Restorative Approaches
- Home School Link Worker working with families in the school
- Involvement of external professionals e.g. Behaviour Support Service



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## **ANTI-BULLYING POLICY**

### **Links with other policies and documents**

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Touch and the use of Physical Restraint
- Responsible Use of Internet and Technology Policy
- Equalities Policy
- Special Educational Needs
- Home School Agreement
- Complaints Procedure (responding to parents concerns)

### **Reference Documents and Related Policy/Guidance**

#### *National Documents:*

- Safe to Learn- DfE Guidelines
- Embedding anti-bullying work in schools – DfE-00656-2007
- Homophobic bullying – DfE – 00668-2007
- Sexist, sexual and trans phobic bullying DfE-01136-2009
- Cyber bullying – DfE – 00658-2007
- Bullying Involving Children with Special Educational Needs and Disabilities – DfE 00372-2008
- Safe from Bullying – DfE suite of materials [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)
- Cyber bullying - supporting school staff
- Cyber bullying - A whole – school community issue-

<b>Head of School:</b>	<b>Jo Davies</b>	<b>Date:</b>	November 2018
<b>Chair of Governors:</b>	<b>Peter Brayne</b>	<b>Date:</b>	November 2018