



Wendover CE Junior School

*We aim to be the school of choice at the heart of our community.
Through living our Christian values, all children and adults at WCEJS have the opportunity to flourish as individuals.
We nurture the curiosity to learn, the courage to lead and the compassion to care.*

Anti-Bullying Policy

Values and Beliefs

The school provides a caring secure environment in which we encourage all members of our community to treat each other with respect. We want everyone to be confident individuals who are able to contribute positively to the school and community. We promote and model positive behaviour in all that we do. Anti-bullying education takes place regularly in school, specifically through PSHE, ICT and RE lessons. Discussions in class time are also used to explore issues, challenge stereotypes and to prevent discrimination. Our Restorative Approach and Peer Mentor system helps us to manage relationships effectively so that bullying remains rare.

1 Introduction

- 1.1 Bullying is the deliberate and persistent action taken by one or more persons against one or more persons with the intention of hurting them either physically or emotionally.
- 1.2 Actions may include undue criticism, teasing, social exclusion, interference with property, intimidating behaviour or physical assault.
- 1.3 Bullying may be face to face or may be more discrete; perpetrators may use technology and social media to bully their victims (see Appendix A)
- 1.4 Bullying is often motivated by prejudice against particular groups, for example on grounds of age, ethnicity, sexual orientation, disability, gender, gender identity, gender reassignment, religion, belief / non-belief, background. It might be motivated by actual differences between children, or perceived differences.
- 1.5 Bullying is wrong and damages people. We therefore do all we can to prevent it, by developing a school ethos in which bullying is unacceptable.

2 Objectives

- 2.1 We strive to provide a safe and secure environment where everybody can learn and develop free from anxiety. We celebrate the individual and challenge all discriminatory behaviour; no-one will receive less favourable treatment on the grounds of a protected characteristic
- 2.2 Pupils will learn the difference between acceptable and unacceptable behaviour, will take responsibility for their actions and be supported in restoring relationships with others
- 2.3 Adults will take a consistent and measured approach towards bullying, modelling positive behaviour that we expect from our children

3 The role of the Governing Body

- 3.1 The governing body supports the Headteacher in all aspects of behaviour deemed to be bullying. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school at any level, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 3.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of school anti-bullying strategies.
- 3.3 The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body will notify the Headteacher in order that an investigation is undertaken.

4 The role of the Headteacher and Senior Leaders

- 4.1 It is the responsibility of the Headteacher to implement the school anti-bullying policy and to report to the governing body about the effectiveness of it.
- 4.2 The Headteacher ensures that all members of the community know that bullying is wrong, and that it is unacceptable behaviour in this school.
- 4.3 The Headteacher ensures that all staff are able to deal with incidents of bullying at their level and that they know who to ask for support as necessary.
- 4.4 The Headteacher sets the climate for positive behaviour and support (children who have good self-esteem / image and belong to a friendly and welcoming school are less likely to be involved in or the victim of bullying).

Reflection

Respect

Resilience

Responsibility

5 The role of Teachers

- 5.1 Staff will take all forms of bullying seriously and act positively in order to prevent incidents from taking place.
- 5.2 A restorative approach will be taken in order to: find out what has happened; identify how those involved feel about what has happened; understand how those involved have been affected; decide what needs to be done in order to restore relationships and to reduce the risk of further incidents. Parents will be asked to attend restorative meetings as appropriate.
- 5.3 Staff will keep records of incidents that happen during school time (this includes any activity taking place outside of the school day but which is related to school, including the journey to and from school). These records will typically include a behaviour log of all those involved in suspected bullying (victim and bully / bullies).
- 5.4 The Headteacher / Senior Leaders will work with the class teacher to ensure that appropriate action is taken in all cases of bullying; this may include:
- Restorative meeting with all persons involved, including parents when appropriate
 - Positive support for victim and offender in the form of actions and targets which must be met (this may be set out in a behaviour monitoring card or an anti-bullying contract)
 - Meetings to review targets & relationship
 - Withdrawal of privileges for the offender, supervision at social times and / or periods of internal isolation
 - Fixed term, or in the most serious cases, permanent exclusion.

6 The role of pupils

- 6.1 Pupils have the responsibility to behave in respectful manner towards each other, treating others as they would wish to be treated.
- 6.2 Any pupil who is unhappy about the behaviour of others towards them should discuss this with an adult in school and with their parents.
- 6.3 All pupils are expected to engage in Restorative Meetings in order to find a resolution and to restore relationships.
- 6.4 Pupils must ensure that they use communication technology (including texting, email and the use of social networking sites) appropriately and understand that sharing inappropriate information via devices can result in serious consequences.
- 6.5 All pupils are expected to follow guidance and support from the school and external agencies as appropriate, including meeting any objectives that may be set as part of an anti-bullying contract.

7 The role of parents

- 7.1 Parents who suspect that their child is involved in bullying (victim or bully) should contact their child's class teacher immediately.
- 7.2 Parents have a responsibility to support the school's anti-bullying policy by being a positive member of our school community.
- 7.3 Parents should ensure that the use of communication technology (this includes texting, email and the use of social networking sites) is managed appropriately—both that of the parents and the child—in order that positive relationships are maintained with all members of our community.
- 7.4 Face to face meetings, using strategies which enable people to have difficult conversations, will be the medium by which we resolve issues.

8 Monitoring and review

- 8.1 The policy and practice within the school is monitored regularly by the Headteacher, who in turn reports the effectiveness to governors.
- 8.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and through discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Related Policies:

- Equalities and Cohesion
- E-Safety Policy
- Child Protection Policy
- Behaviour Policy

Date of next review: as required

Appendix A

What is cyber bullying?

"Cyber bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself."¹

Cyber bullying includes:

1. Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
2. Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
3. Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
4. Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
5. Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
6. Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
7. Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

Wendover CE Junior School ensures that:

- the curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights
- all e-communications used on the school site or as part of school activities off-site are monitored
- clear policies are set about the use of mobile phones at school and at other times when young people are under the school's authority
- Internet blocking technologies are continually updated and harmful sites blocked
- they work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice
- security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- they work with police and other partners on managing cyber bullying.