Castle Bromwich Junior School

Where together we can learn, work and succeed.

Anti-Bullying Policy

Date – Autumn 2024

Reviewed by – School Governors

Review date – November 2026

School Vision

At CBJS we aim to teach the children to do the best they can, so that they learn the most they can, and develop academically, socially and physically to be as happy and as healthy as they can.

Principles and values

At Castle Bromwich Junior School we aim to provide a warm, caring and enriching environment where all children have the opportunity to fulfil their potential and where the interests and feelings of all are considered important. As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to immediately. We recognise that bullying happens in many different places but as a school it is not tolerated in any form. We aim to raise awareness of what is acceptable social behaviour and to give children opportunities to develop skills to cope with difficulties if they encounter them.

Aims of this Policy

This policy outlines what Castle Bromwich 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 will be tolerated. In addition to this, we aim to ensure that:

- All governors, teaching and non teaching staff, pupils and parents have an understanding of what bullying is.
- All governors, teaching and non teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect.

What is bullying?

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, March 2014)

We have had consultation meetings with children, parents and staff in order to ensure that the definition of bullying is suitable for our children and community. When drawing up our school policy we have decided to define bullying in our school using the DFE definition so that there can be consistency across the Local Authority and families in different situations will all be working to the same definition.

During the consultation of children and parents, we also have a child friendly version which is shared with children:

*Behaviour by one person or a group usually done **more than once**, it is done on **purpose** and **hurts** another person or group. This can hurt them physically or by hurting their feelings.*

Keeping Children Safe in Education 2024 refers to bullying as Child on child abuse and states:-

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Child-on-child abuse

30. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

31. All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

32. It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

33. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence9 such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment9F 10 such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos11 (also known as sexting or youth produced sexual imagery)
- upskirting12 which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Cyber Bullying

The following bullets points outline what Cyberbullying looks like:-

- excluding a child from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

If you would like further information about keeping your child safe online please go to:- Online Bullying | Childnet or Helping Children Deal with Bullying & Cyberbullying | NSPCC

Bullying can take place in the classroom, playground, toilets, on a journey to and from school, on residential trips and cyberspace. It involves an imbalance between one person or a group of people to another.

Responding and recording of incidents

When an incident of bullying is reported, staff must respond and act in an appropriate and responsive way to ensure that action is taken. Staff must:

React in a calm manner when discussing the incident with the child or parent.
Ask for all relevant information but not ask leading questions including date, time and location of incident.
Reassure the victim of bullying and immediately put strategies in place to support them.

- Communicate with the parents of the victim to reassure them and inform them of the incident, its outcome, the consequences and support put in place. If the incident hasn't been resolved, then staff must still communicate with parents to keep them up to date with events.

- Communication with the parents and children must take part within 24 hours of the incident being reported. Ideally, if the report is made in the morning then parents are informed of outcome by the afternoon. However when a report is made during the afternoon/evening then this may take longer.
- Record all incidents and information regarding the incident on the incident log.
- Discuss the incident with the bully/bullies and put interventions in place to ensure that their behaviour changes.
- Follow the behaviour policy to ensure that the bully/bullies are sanctioned. This may include official warnings, loss of break or lunch times, removal of privileges, or fixed-term and permanent exclusions.
- Contact the bully/bullies parent/s to inform them of their behaviour.
- Seek support from their year leader or SLT if needed who will support staff with sanctions, support and discussions with children and parents.
- Time scale of when the incident is reported to when there is an outcome/resolution should take up to 24 hours. Ideally, if the report is made in the morning then it should be resolved by the afternoon. However when a report is made during the afternoon/evening then this may take longer. In some situations, this may take even longer e.g. child involved (victim, bully or witness) is absent, staff/school seek support of another member of staff/outside agency.
- Continue to monitor the situation.
- Have follow up meetings with all involved e.g. victim, bully and parents where needed.

Prevention and support

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- 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, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.

- Actively create “safe spaces” for vulnerable children and young people e.g. PIPPS, Play worker, Unity lunch time clubs, use of TA’s, Year 3 play area, Courtyard area and Year 3 computer area.
- Use a variety of 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.

If a bullying incident occurs, the school will support the children by:

Pupils who have been bullied:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Keeping a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied (As these children may have been victims themselves):

- Discussing what happened and establishing the concern and the need to change behaviour
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support such as 1:1 intervention support around the issues, support building appropriate relationships.
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour policy. This may include official warnings, loss of break or lunch times, removal of privileges, or fixed-term and permanent exclusions. • Speaking with police or local services

Responsibility

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Leaders, 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 Lisa Clark

The named members of staff with lead responsibility for this policy are Jessica Mackenzie and Tristi Timms.

Monitor and Review

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.

This Policy will be reviewed at the beginning of each academic year in September. It will then be sent to approval by governors and the next full governors meeting after this.

This policy was approved by the Governing Body on: Autumn 2024

This policy will be monitored and reviewed on: November 2026

Links to legislation

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

- Keeping Children Safe In Education Sept 2024
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

Appendix

1. Flow chart for adults in CBJS: What do I do if a child/parent reports bullying?
2. Flow chart: What to do if my child is being bullied?
3. Advice for Parents:
   Signs and Symptoms of bullying
   Talking to children and teachers about bullying
   Complaints procedure
   What if my child is the bully?
   Electronic bullying outside of school.

Appendix 1: What do I do if a child/parent reports bullying?

All bullying incidents should be recorded in a thorough and accurate way. Even if you suspect that it may not be bullying then it should still be recorded and investigated in this way.

When a child, parent or other member of staff suspects that a bullying incident has occurred then it should be referred to the class teacher. If a disclosure is made to a teaching assistant or member of support staff then they must reassure the child, record all detail and then refer this to the class teacher. If this happens at lunch time then it should be recorded in the lunch time book and passed on to the class teacher. It is the class teacher's responsibility to investigate the incident and record the incident in detail on the bullying log. They must note down:

- Child's full name and class.
- Where and when the incident occurred.
- The nature of the incident e.g. name calling, pushing, and kicking.
- A detailed account of the incident.
- Any witness accounts.

If the incident is thought not to be bullying and does not have bullying characteristics (see definition from policy) then it should be explained to the child involved that it is not bullying and the reasons why. If it is unkind behaviour by another child then they should be sanctioned in line with the behaviour policy. They then should be monitored by the class teacher. The class teacher must communicate to parents that an incident was reported and the outcome.

If the incident is thought to be bullying and does have bullying characteristics (see definition from policy) then it should be reported to Mrs Timms, Mr May or the Year Leader for it to be investigated further. At this point parents of both sides will be contacted with details of events and outcome.

Strategies will be put in place for all children involved in the incident e.g. support for the victim and sanctions/support for the bully.
This will be monitored and followed up by Mrs Timms, Mr May or Year Leader and the class teacher.

Appendix 2: What do I do if I think that my child is being bullied?

At CBJS, we take any reports of bullying incidents seriously and we do all that we can to ensure that the problem is resolved as quickly and efficiently as possible. If you think that your child is being bullied then this flow chart advises you of what you should do.

First, try and talk with your child to determine what incidents have happened. Then complete this checklist to see if it is bullying:

- **Has it been repeated over time?**
- **Is it intentional?**
- **Has it hurt your child physically or emotionally?**

If you answer 'yes' to all three situations then it is bullying and you must contact your child's class teacher immediately to report the incidents to them.

If you answer 'no' to all three situations then it is not bullying. However, if you still have concerns about an individual or group of children being unkind to your child then you must contact their class teacher.

Your child's class teacher will investigate to determine what has happened, where and when it happened and who was involved. This may take a few days to investigate however; we will endeavour to keep you informed either way.

The bullying incident will then be recorded on the incident log. If needed it will be referred to the Year Leader, Mrs Timms or Mr May. You and the other children's parents will be contacted regarding the incident. Strategies will then be put in place to ensure that this does not happen again and support the child who has been bullied. The bully/bullies will be sanctioned in line with behaviour policy.

The situation will be monitored and reviewed regularly by the class teacher and Mrs Timms/Mr May/Year Leader who will report back to you.

Appendix 3: Advice for parents

If your child displays some of the following signs this may be an indication that they are being bullied:

- Be unwilling to go to school
- Begs to be driven to school
- Changes their usual routine
- Becomes truant
- Begin doing poorly in their school work or show variation in performance
- Have clothes or possessions which are damaged, destroyed or lost.
- Become withdrawn, anxious, lacking in confidence, clingy, moody aggressive, uncooperative or noncommunicative
- Show a marked change in a well established pattern of behaviour
- Have sleep or appetite problems
- Tries to run away
- Complain of illness more frequently
- Have unexplained bruises, scratches, cuts or pains
- Have their possessions go 'missing'
- Is frightened to say what is wrong
- Appears to be afraid or nervous of when a cyber message is received
- Gives improbable excuses for any of the above.

However, it must be remembered that these signs can also be an indication of other problems or simply of the onset of adolescence and may not always be linked to bullying.

If your child has been bullied, whatever form of bullying including racist, homophobic or electronic bullying connected with school:

- Calmly talk with your child about his/her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened or ask your child to keep his/her own diary Reassure your child that he/ she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to a member of staff immediately.
- Make an appointment to see your child's class teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Make a note of what action the school intends to take and when
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting
- Children sometimes stay away from school due to bullying, but parents risk prosecution if their children fail to attend school, so if you are having difficulty in getting your child to attend school, contact your school's Education Welfare Officer to discuss the situation with them. The Education Welfare Officer's role is to ensure that children and young people do attend school regularly so you can ask their advice and they will liaise with the school
- If none of the above has resolved the problem to your satisfaction, write to the Chair of Governors at the school. The Governors will investigate and may invite you to meet to discuss your concerns

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable, makes other children unhappy • Find out if there is anything that is troubling them and try to suggest ways to sort it out
- Explain that walking away from a situation where they can feel that things are getting out of hand is not a weakness
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/ she can join in with other children without bullying
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful to whom they give their mobile phone number and email address. Check carefully on your child's use of the internet and make sure it takes place in a place where adults are present
- Check exactly when a threatening message was sent.

If you have any reason to believe that electronic bullying is linked to school, other pupils or staff then follow the procedure above and contact school. Where electronic bullying is not linked to school and other pupils you may need to report incidents to the police.