



Blue Gate Fields Junior School

Anti-Bullying Policy

Policy details:

Date of policy: September 2019
Last updated: September 2022, reviewed **September 2023**
Date of next review: **September 2024**

Person (s) responsible for implementation and monitoring:

Sian Acreman (Head Teacher)

Signature (Chair of governors)

A handwritten signature in black ink, appearing to read 'Karen [unclear]'.

Signature (Head teacher)

A handwritten signature in black ink that reads 'S E Acreman'.

Date:

Links to other policies:

Behaviour for Learning Policy
Safeguarding Policy
Equalities Policy
PHSCE Policy
Confidentiality
ICT Computing safety policies

Anti-Bullying Policy

At Blue Gate Fields Junior School, mutual respect underpins all that we do.

We aim to create an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

Within a safe, caring and friendly environment for learning, we aim to improve life chances and maximise potential for all our pupils.

We expect that pupils will act safely and feel safe in school, both physically and emotionally. To achieve these aims, we want our pupils to understand the issues relating to bullying and to feel confident in seeking support from school if they feel they, or others, are unsafe.

We want our parents and carers to feel confident that their children are safe and cared for in school and that incidents, when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations, including the Equalities Act 2010. We will work with parents, carers and other agencies outside the school where appropriate.

Policy Development

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

- Members of staff (through staff meetings and following training)
- Governors (discussions at governors' meetings)
- Parents/carers (through workshops and surveys, reflecting on experiences)
- Children (with School Council and the Anti-Bullying Ambassadors)
- The Diana Award
- The Anti-bullying Alliance
- Tower Hamlets Violence Against Women and Girls (VAWG)

The policy is available:

- On line at bluegatefields-jun.towerhamlets.sch.uk in the policies section
- From the school office
- In a child-friendly version (created by the School Council and Anti-Bullying Ambassadors)
 - In a parent version (produced to highlight ways to identify concerns, communicate worries, seek support and signpost ways to address issues)

Roles and Responsibilities

- The Headteacher has overall responsibility for the policy and its implementation; they liaise with governors, parents/carers, the local authority and outside agencies
- The senior leadership team will manage the reporting and recording of

bullying incidents in partnership, where appropriate, with teachers, year group leaders, support staff and counselors

- The Headteacher will appoint Anti-bullying leaders (Joanna Bates and Nasima Khanom) who will have a general responsibility for the implementation, coordination and review of this policy

Definition of Bullying

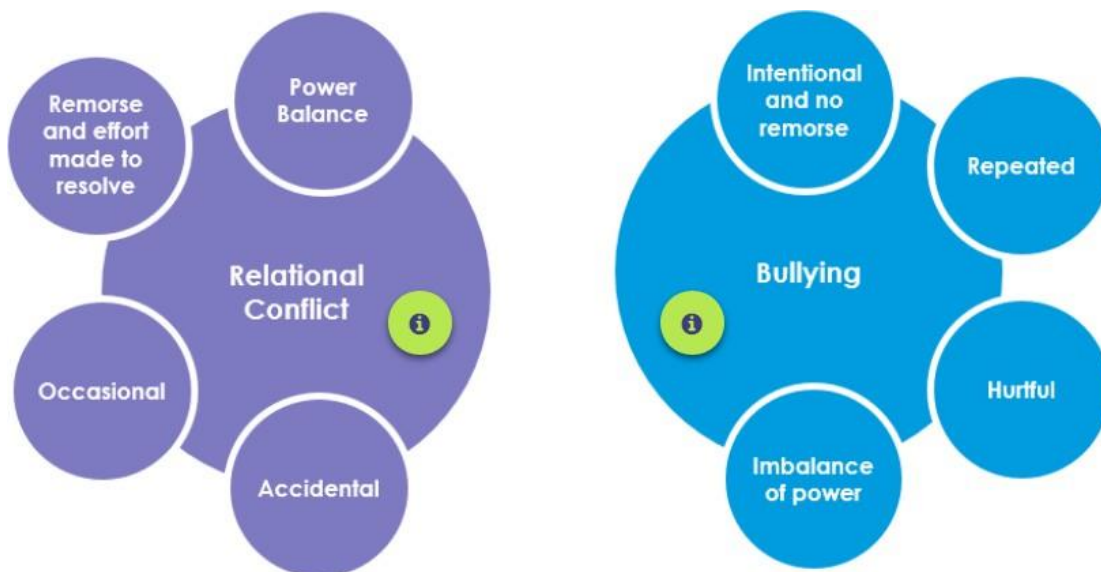
The Anti-Bullying Alliance (ABA) and its members have a shared definition of bullying based on research from across the world over the last 30 years; it is a definition that Blue Gate Fields Junior School has adopted.

The ABA defines bullying as:

‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.’

hurtful
intentional
repetitive
power imbalance

This definition helps us to separate bullying from relational conflict:



What does bullying look like?

Behaviour often associated with bullying:

Baiting:

Baiting can be used in bullying both on and offline. It can be used to bully someone to ‘wind them up’. It can be used to antagonise those who might be bullying others to encourage them to further bully. Sometimes baiting is used secretly to try and get a person to react negatively so that they get into trouble.

Banter:

The dictionary defines banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as just being banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of banter:

- Friendly banter – there is no intention to hurt and everyone know its limits
- Ignorant banter – crosses the line with no intention to hurt, the person instigating will often say sorry
- Malicious banter – done to humiliate a person – often in public – this form of banter leads to bullying.

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. The possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumors, 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, harassment, homophobic abuse, expose to inappropriate images/films etc.
- Online/cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect – can include the exploitation of individuals.

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'.



Who is most at risk of being bullied?



Specific types of bullying include:

Prejudice related bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability (we refer to children who are differently abled)
- Race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- Religion, belief or lack of religion/belief
- Sex/gender
- Sexual orientation

These are called protected characteristics.

As part of our responsibility to promote fundamental British values, we actively challenge derogatory and discriminatory language and behavior including that which is racist, homophobic, biphobic, transphobic and disablist in nature.

Other vulnerable groups include:

- Pupils who are bullied due to appearance or health
- Young carers or looked after children; children who are experiencing 'different' home circumstances

Although these groups do not currently receive protection under the Equalities Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice related language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way to their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying happen?

Bullying is not confined to the school premises. It can happen outside school, on the journey to and from school, in the local community and it may continue into further education. The school acknowledges its responsibility to support families if bullying occurs off the premises.

Cyberbullying

Digital technologies and the internet have provided new and intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online that begins out of school can influence behavior in school. Whilst most incidents of cyberbullying occur out of school, we will offer support and guidance to parents/carers and their children, treating cyberbullying with the same seriousness as any other form of bullying. We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour. The school has an Anti-Cyber Bullying policy.

Cyberbullying can include:

- Hacking into someone's accounts
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

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 publicised systems for reporting bullying in school.

We use STOP 1 and STOP 2

STOP 1 is a child-friendly way for children to recognise that they are being bullied and helps them to define what is happening.

S Several
T Times
O On
P Purpose

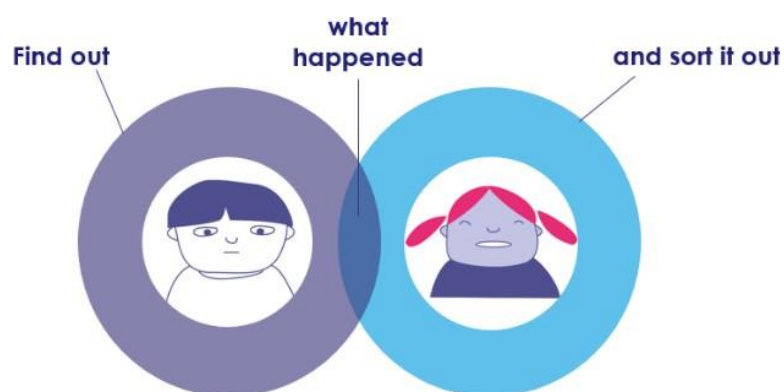
We promote the message:

'A person might irritate you, you might not like them, you might find something they do a bit different, but it is never an excuse to disrespect or bully them.'

STOP 2 is a child-friendly course of action for children to take. We actively encourage and support children to identify trusted adults in school who they can talk with. Our Anti-Bullying Ambassadors are trained to offer support.

S Start
T Telling
O Other
P People

We do not take a traditional view of bullying where there was thought to be a clear 'bully' and 'victim' role.



In reality, it is not that straightforward. Before responding to a situation, we consider the group dynamics, understanding that roles can quickly shift within groups. This helps us to explore power imbalances and disrupt bullying behaviours whilst keeping the victim safe.

Systems of Reporting

Children are encouraged to report any concerns to any trusted member of staff, whether they are a victim or bystander. Parents are encouraged to discuss any bullying worries with a member of staff. Concerns will be recorded in year group Blue Books and the matter will be investigated by the member of staff the issue was reported to, and passed on to the senior leadership team.

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

After and allegation of bullying:

- All parties including the target, ringleader and all others involved will be interviewed by a member of the senior management team
- Parents/carers will be informed as to the involvement of their child
- Appropriate disciplinary sanctions will be put into place to send out a clear message that bullying is unacceptable
- The response may vary according to the type of bullying and may involve other agencies where appropriate
- Any allegations of bullying will be followed up, in particular keeping in touch with the person who reported the situation, parents and carers
- Support will be given, appropriate to the situation, for all involved. Support can include solution focused planning, a restorative approach, circle of friends, individual work with the victim, ringleader, bystanders and others affected by the bullying. A referral may be made to an outside agency if appropriate.

Recording and Evaluation

Bullying incidents are recorded by the Headteacher, or senior leader. A teacher-only accessible document log is created for year group leaders, and others, to track incidents and ensure that follow up happens. This log is used to identify trends and inform preventative work in the school. These logs can also be helpful in developing the anti-bullying policy.

Prejudice related bullying should be reported to the Tower Hamlets local authority using the guidelines for schools.

Information will be presented to governors as part of the annual report. The policy will be reviewed and updated annually.

Blue Gate Fields Junior School is taking part in the Anti-Bullying All Together project (2018-2019) with the Anti-Bullying Alliance to ensure that our policies and procedures are robust.

Strategies for Preventing Bullying

We know that bullying can have a very detrimental impact on not only a person's childhood, but well into adulthood and so as part of our commitment to the safety and future

wellbeing of our pupils we adhere to the Anti-bullying Alliance's 10 Key Principles in Preventing and Responding to bullying.



We use the following strategies to promote positive behaviour and to discourage bullying:

- Ensuring that the school actively promotes the celebration of difference and diversity as described in our vision, values and aims.
- Involvement in the All Together Project 2018-2019 to formulate policy and practices
- Safer Internet Day
- Assemblies to understand bullying
- PHSCCE and SCARF lessons
- Curriculum lessons in ICT and computing to address cyberbullying and internet safety
- Workshops led by external agencies e.g. NSPCC and Equalities workshop provider
- School council project work
- Anti-bullying Ambassadors, trained through the Diana Award
- Library resources for literature
- The development of child-friendly anti-bullying messages
- We aim to follow a social model to counteract bullying.

Blue Gate Fields Junior School 
Mutual respect underpins all that we do.

Our vision

Blue Gate Fields Junior School is a safe and kind learning environment where children enjoy limitless aspirations. Our children's wellbeing is always at the centre of our thinking.

Pupils develop a world-view that reflects the true diversity of modern Britain and the world we live in. Blue Gate Fields Junior School promotes diverse and accurate narratives. Pupils foster an understanding of the varied identities and experiences that encompass the global human experience. Our children are empowered to build a sense of responsibility, confidence and self-belief in their ability to belong, and contribute to a fairer and more equal world – to invest in their communities as local, national and global citizens.



Our values

We value the kind, trusting partnerships we have with one another, our parents, carers and the community.



We value one another regardless of educational or physical need, race, gender, sex, religion or belief. We are all different and we all belong.



Our aims

To strive for the highest standards of pupil attainment, both academically and personally, through high quality teaching and learning.



To encourage our children and staff to enjoy growth mindsets which counteract a fear of failure, develop resilience and hardworking attitudes, so that knowing and remembering more is a lifelong goal.

To build a curriculum designed to address the vocabulary and experience gap that many of our pupils face. To enhance the cultural capital of our pupils by making the most of our city's vibrant offer.

To equip everyone in our school community with the understanding needed to look after their bodies and minds, so that they can be physically and mentally healthy.



To support all of our school community to develop the critical thinking skills needed to thrive in our ever-changing world, offering access to the best and most current thinking.



To have the highest expectations for behaviour, understanding how we might impact others and our environment.

We provide support for individuals and groups through:

- Restorative work with the learning mentor for friendship strategies and positive peer relationships
- Drama counselling
- Small group work e.g. circle of friends
- Supporting children to identify trusted adults

We support parents through:

- Open door policy with encouragement to share concerns
- Parent information events e.g. online safety workshop and 1:1 support with our ICT support team
- Easily accessible parent information – a leaflet for all parents and information accessible on the school website

We support staff through:

- Senior leadership support
- Anti-Bullying Alliance resources
- Online training packages and INSET
- Our insistence that all staff act as role models in how they treat others and in demonstrating positive behaviour.