



**The John Bentley School**  
An Outstanding Centre for Learning

---

## Anti-Bullying Statement

---



# The School Vision

An Outstanding Centre for Learning

This vision will be realised through ensuring that:

- Teaching will inspire, motivate and challenge students to learn.
- Every student will achieve more than they ever thought possible.
- The Calne area and community will be proud of JBS.
- We will fully support every individual in our school community.
- We will have an inspirational learning environment.



---

### Links to other documents:

- E- Safety statement
- Acceptable Use (of ICT) Statements
- Safeguarding and Child Protection Policy
- Staff Harassment and Bullying Policy
- Behaviour for Learning Policy & Guidance
- Bullying Log template
- Student Planner section on Bullying
- Anti-bullying promise (charter)

## Scope of statement

This statement applies to all members of the school community.

### 1. Statement of Philosophy

Bullying of any kind is unacceptable. The school is committed to providing a safe, caring and friendly environment for all staff and students. This is enshrined in our school anti-bullying charter (promise) which was devised with students:

#### The John Bentley School Anti-Bullying Promise

##### See it – Report it – Stop It

##### STAFF PROMISE TO ALWAYS:

- Take reports of bullying seriously
- Deal sensitively and quickly with all bullying incidents
- Record all bullying incidents
- Support the victim(s) of any bullying
- Help those involved in bullying understand its damaging effects

##### STUDENTS PROMISE TO ALWAYS:

- Report any bullying incident (inc. cyber- bullying) to a member of staff in school (e.g. your tutor or Head of Year)
- Always treat others with the same respect as you would wish

As a school community we promise to work together to create a school where bullying is never tolerated and always tackled whenever it occurs

### 2. Definition of Bullying

'Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.' (DfES 2007)

- Emotional – unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments,
- Homophobic – focussing on the issue of sexuality
- Verbal – name calling, Sarcasm, spreading rumours, teasing;
- Cyber – all areas of the internet (e.g. email and internet chat room misuse); mobile phone threats by text messaging and calls; misuse of associated technology (e.g. camera and video facilities)

### 3. Objectives of this Statement

- To prevent bullying happening in the first place by helping to create and support a culture of care and consideration for others
- Raising awareness to staff, parents, carers and students that the school considers bullying to be unacceptable
- To challenge and stop incidents of bullying both at school and whilst students travel to and from school.

### Anti-Bullying Strategies and measures

- Introduction of SEAL (Social and Emotional Aspects of Learning) in the curriculum.
- PSHEE Days to deliver aspects of self esteem and tolerance

- Use of the curriculum to discuss bullying and how to deal with it
- Annual assembly on bullying and additional ones when thought to be needed
- Use of Anti-bullying focus weeks to raise awareness
- Work by the School Council to ensure students have a voice in dealing with bullying
- Information for parents/carers and students on the school website
- Use of School counsellor and Pastoral team
- Posters and notice boards around school with information on.
- List of help lines in student planners
- Annual E- safety Parents' forum to support parents/ carers in protecting their children from on line bullying and keeping themselves safe online
- E- Safety programme for all KS3 students delivered through ICT lessons

### **Support through the curriculum**

- Drama – module on dealing with Bullying
- English – studying literature which looks at issues of bullying
- RS/Citizenship – Diversity – religious, cultural, disability, racism, tolerance & SMSC
- PE – team work, Racism
- PSHEE Days on Health and Well-being

### **Support for Vulnerable Groups**

- Students identified through team meetings, eg, Primary school liaison
- Small group/individual work with School counsellor, Inclusion team, Summer School
- Peer mentors assigned where appropriate
- Use of outside agencies involved – GP, CAMHS, (Child and Adolescent Mental Health Services)
- Assistant Headteacher (Behaviour & welfare): responsible for Anti-bullying writing of policy, carrying out student and parental voice surveys
- Responsible for linking Anti-bullying Policy with Behaviour for Learning Policy
- School Counsellor: provides training for staff and students on how to deal with bullying, provide counselling for students, staff and their families (in liaison with the Parent support advisor (PSA)).
- ICT – Curriculum Leader: through KS3 ICT teach students about cyber bullying and how to stay safe when using ICT.

### **Procedures**

- Students/parents/carers/staff members should report all bullying incidents. Parents should raise concerns with their child's tutor initially or they can use the respect24/7 email. This information will be recorded on the central bullying log held by the Assistant headteacher: behaviour and welfare.
- All cases of bullying should be recorded by staff and a bullying log sheet must be completed, outlining the incident and what action has been taken by the staff member.
- Parents and carers will be informed and outside agencies may be involved, where it is deemed necessary.
- Bullying behaviour or threats of bullying will be investigated with the intention of it being stopped as quickly as possible.
- An attempt will be made to help the bully/bullies change their behaviour
- Support will be available for the person being bullied (counselor 1:1, Pastoral support meetings)
- Following an investigation, the situation will be monitored by staff with the intention that bullying will stop permanently.

### **Reporting Incidents**

- Students: can report incidents to whoever they feel comfortable with, e.g. School Pastoral manager, School

counsellor, tutor, Head of Year, or via the confide system on the desktops.

- Discretion will be applied at all times.
- Staff must complete a bullying log. A copy should be placed in the student's file and a copy passed onto in the Assistant Headteacher: Behaviour & Welfare who will log the incident on the central log.
- On discussion with student next steps to be decided.

\*(in cases of children at significant harm – designated safeguarding lead should be informed).

### Outcomes

- The bullying incident will be monitored with the intention that repeat bullying does not take place.
- Students and parents must inform the member of staff responsible for investigating the incident if bullying continues.
- Tutors and Heads of Year will check with the student on a regular basis to ensure that bullying has ceased.

Consequences applied to students who bully: this could include any of the following:

- Restorative conversations with student
- Conversations with parents
- Meetings with parents
- Letters to parents
- Movement of students to other classes, tutor groups
- Detentions
- Exclusions – Internal Exclusion Room (1day)

### Monitoring and Evaluation

At least every two years staff, student and parent/carers surveys should be carried out by Assistant Headteacher (behaviour & welfare) and data collected used to inform practice.

School Governors will monitor and review the Anti-Bullying policy every 2 years

### Respect 24/7



All of the school's work on anti-bullying and safeguarding is under the umbrella term "Respect 24/7". As part of the Respect 24/7 campaign all governors, staff and students sign pledges to do their utmost to show respect to each other, the community and the environment. On signing the pledge, the person demonstrates their commitment to show the utmost respect.

### Version Control

Version	1.0
Approved	01.03.17
Committee	Student and Community
Ratified	-
Statutory Policy	No
Review Period	Annual
Next Review	March2018