



# RUSKIN JUNIOR SCHOOL

## RUSKIN JUNIOR SCHOOL ANTI BULLYING POLICY

### INTRODUCTION

The Anti-bullying policy reflects the school mission statement with a view to providing a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised.

The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community.

In Ruskin Junior School bullying behaviour is contrary to the school ethos.

We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents and governors.

### AIMS

The aims of this policy are to:

- Prevent or reduce bullying in any form.
- Adopt a consistent approach to dealing with incidents of bullying.
- Create an emotionally safe environment where positive relationships can develop.
- Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.

Specific articles of legislation referring to the welfare and protection of pupils include the following:

Article 17 – Duty to Safeguard and Promote the Welfare of Pupils

Article 18 – Child Protection Matters

Article 19 – School Discipline: Measures to Prevent Bullying

'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)

'Pastoral Care in Schools: Child Protection' (1999)

## DEFINITION OF BULLYING

By definition bullying is behaviour that intentionally and persistently causes distress to others.

The Department of Education defines bullying as:

*“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself.” ‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)*

## PRINCIPLES

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children and young people are paramount and pupils’ needs (whether bully or targeted pupil) need to be separated from their behaviour.
- When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
- Pupils who are targeted will be listened to and supported.
- Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.
- Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention.
- Where a concern arises, staff will receive ongoing support from Senior Managers with Pastoral responsibility.
- Parents will be made aware of our school’s practice to prevent and to respond to concerns through parent information meetings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

## FORMS OF BULLYING

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others.

<p style="text-align: center;"><b>PHYSICAL BULLYING</b></p> <p>e.g. hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another’s property by stealing / hiding / damaging / intruding upon it; - extortion / threatening demands for money or other items - writing or drawing offensive notes / graffiti about another</p>	<p style="text-align: center;"><b>VERBAL BULLYING</b></p> <p>e.g. name calling; insulting or offensive remarks; accusing; taunting; put downs - ridiculing another’s appearance/way of speaking/disability/personal mannerisms/race/colour/religion; - humiliating another publicly - spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm</p>
<p style="text-align: center;"><b>EMOTIONAL BULLYING</b></p> <p>e.g. excluding/shunning others from group activity/social setting or play; - belittling another’s abilities or achievements; - menacing looks/stares; - rude signs or gestures</p>	<p style="text-align: center;"><b>CYBER BULLYING</b></p> <p>e.g. misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity - misuse of mobile phones by text messaging /calls or images – again to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity - unauthorised publication or manipulation of private information; impersonation</p>

### These categories may be inter-related

Signs of stress in pupils which may indicate Bullying

- Child's unwillingness to attend school / lateness /erratic attendance.
- Avoidance, hanging back from playground or staying late at school.
- Deterioration of work or mislaid books, money, equipment or belongings / under achievement.
- Spurious illness / non-specific pains, headaches, tummy upsets, withdrawn, loss of appetite.
- Nail biting / flinching / jumpiness / forgetfulness / distractibility.
- Impulsive hitting out / out of character temper, flare up or restlessness / sudden aggressiveness.
- Stresses manifested at home – bed wetting / insomnia / nightmares / restlessness and irritability.
- Reluctance to sit beside or near certain pupils / hesitant to walk home.

(N.B. whilst these behaviours may be symptomatic of other problems – bullying may be one reason)

### STRATEGIES TO PREVENT OR REDUCE BULLYING

Ruskin Junior School has established and will maintain the following strategies to prevent and reduce bullying behaviour:

#### Proactive Strategies to ensure awareness is raised.

- Promote School Ethos at all times (as regards Bullying – be a TELLING / LISTENING / RESPONDING school).
- Awareness of Rights and Responsibilities.
- Recognise and reward good behaviour.
- Use of creative learning to enhance social and emotional skills.
- Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school code of conduct as set out in the Positive Behaviour Policy.
- School assemblies – addressing Bullying and providing Anti-Bullying Strategies/Anti Bullying Week/Anti Bullying Charter/Anti Bullying Badges.
- Vigilant supervision – playground / general school environment.
- Consultation with School Council/Anti Bullying Charter
- Use of PSHE lessons / Circle time.
- Promotion of Playground Friends / Buddy Bus Stop (Specified area in the playground).
- Questionnaires/PASS DATA/Feeling Safe Survey
- Good parental communication.
- Awareness raising: Parent meetings, staff safeguarding meetings, School Policies Booklet issued, newsletters, website/Flow Char (please see page 6)
- Awareness of national Anti-Bullying Week (in November each year).
- Use of outside agencies – NSPCC, ChildLine etc.
- Staff training / effective communication.

#### Reactive Strategies

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Attempts will be made to resolve the situation quickly.
- Reports will be taken seriously.
- Steps will be taken to ensure the child feels safe and secure.
- Significant incidents will involve further investigation and recording. A clear account reported to the appropriate members of staff i.e. class teacher / head of Key Stage / Vice Principal / Principal / Designated Teacher for Child Protection.
- Significant or repeated incidents will require parents to be informed.
- Disciplinary measures / sanctions, which are proportionate and clearly set out in the Positive Behaviour Policy, will be explained and used.

## PROCEDURES FOR DEALING WITH BULLYING

The 2003 Statutory Requirements requires schools to “encourage **good behaviour and respect for others**” and in particular **prevent** all forms of bullying.

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.
2. Protect and support the bullied pupil.
3. Change the attitude and behaviour of the bully.

Every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. Children can and do learn over time how to care for themselves and for others. We believe that learning from mistakes and being genuinely sorry for them is part of growing up to be a kind and social person. We believe much can be achieved by talking with the perpetrator and the victim to achieve a resolution and reconciliation: effectively, restorative justice. In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a range of sanctions.

In Ruskin Junior School if any type of bullying is highlighted, the following strategies will be implemented by staff in two stages;

### STAGE 1

All staff will:

- Listen to concerns when reported.
- Identify those involved in the bullying incident.
- Give each pupil the opportunity to talk. The discussion will focus on finding a solution and stopping the bullying from recurring.
- Staff will remain neutral and avoid direct, closed questions.
- The pupils are helped to find their own solution to their personal disagreement and discuss how their proposals will be put into action.
- Other appropriate members of staff will be informed i.e. class teacher, non-teaching staff, head of Key Stage, Vice-Principal, Principal. Incidents will be recorded as appropriate.
- A follow-up meeting/discussion is useful to find out whether the solution has been effective or not.

### STAGE 2

If the problem is not resolved staff will:

1. Implement procedures within the hierarchy of sanctions (refer to Behaviour Policy).
2. Continue to monitor the situation and follow procedures as agreed.
3. Record details as appropriate (See Appendix 2 Bullying Incident Form).
4. Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying e.g. phone call, letter or request for interview by SLT member.
5. Contact outside network of support at any stage of the procedures e.g. Education Welfare Officer, Behaviour Support Team.

## INDIVIDUAL RESPONSIBILITIES

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of Ruskin Junior School. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

**Staff should:**

- Provide a safe, secure and caring environment.
- Promote and sustain good behaviour.
- Listen to all reports of bullying.
- Address each situation in line with procedures.
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents.

**Pupils should:**

- Report all incidents of bullying (if a child is being bullied or is another pupil is being bullied – TELL SOMEONE)
- Follow the school's code of conduct.
- Avoid inappropriate behaviour which might be considered as bullying.
- Be respectful and supportive to others.

**Parents should:**

- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Stress to their children that retaliation is not helpful.
- Contact the School Secretary to arrange an appointment with the child's class teacher to discuss concerns.
- Co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

**TEACHING ABOUT BULLYING**

This will be delivered and reinforced through various areas of the curriculum:

In Foundation and Key Stage 1 classes (P1-P4) children will have been taught to be aware of different forms of bullying and how to develop personal strategies to resist unwanted behaviour.

This message will be reinforced in Key Stage 2 classes (P5-P7) when children will be encouraged to recognise, discuss and understand the nature of bullying and the harm that can result from it.

**RESOURCES FOR THE PREVENTION OF BULLYING**

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.
- Awareness raising posters are displayed in classrooms and corridors and on our Child Protection notice board.
- Appropriate leaflets and literature will be provided for the children.
- Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying.
- Use of 'Worry Boxes', worry monsters around the school.

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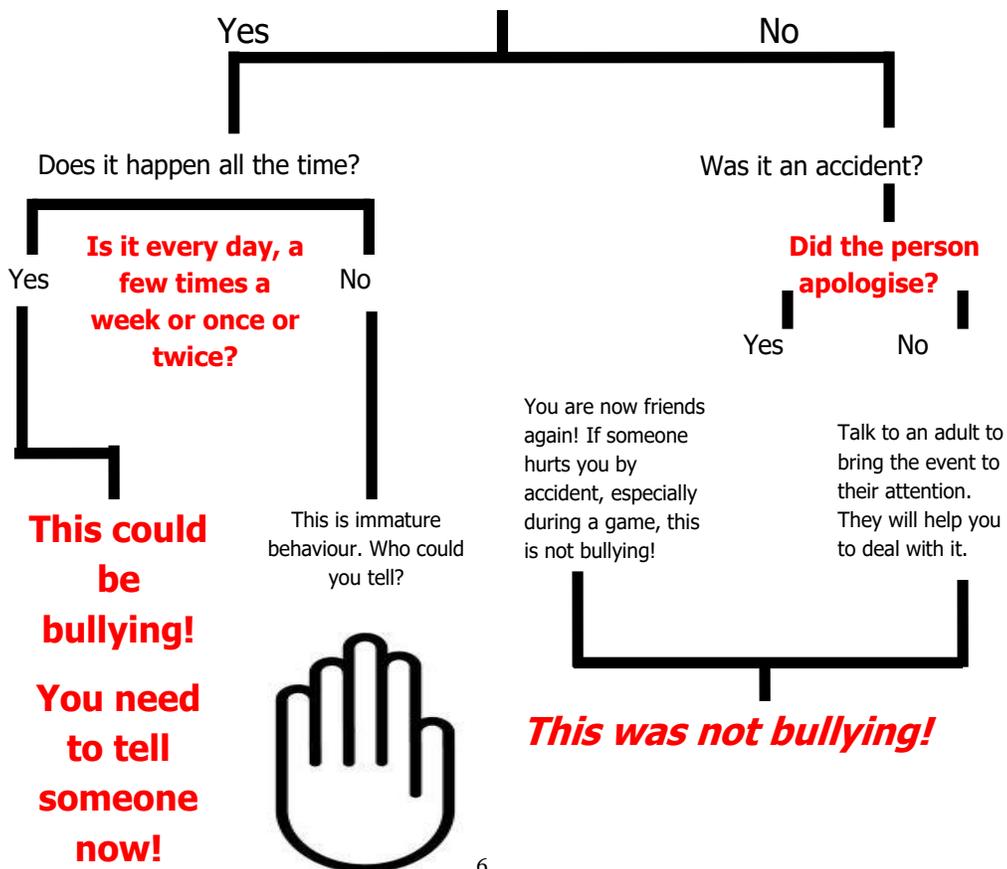
## RUSKIN RULES OUT THE BULLY



### *Is someone choosing to Bully me?*

Think about what has happened to you.

Was it done on purpose?



#### **LINKS WITH OTHER POLICIES**

Ruskin Junior School's Anti-Bullying Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It links with other policies such as:

Safeguarding & Child Protection	Behaviour
Special Educational Needs	Health & Safety

#### **RACE EQUALITY AND EQUAL OPPORTUNITIES**

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.

#### **MONITORING AND EVALUATION**

**All incidents of bullying must be recorded on a concern sheet and passed on to a member of the safeguarding team who will react appropriately and retain the record.**

This policy was formulated by the Head teacher in consultation with school Governors, staff, pupils and parents. It has been approved by the Board of Governors and it is the intention of the staff to review and update it regularly.

It is important to remember that staff, pupils and parents all have an active part to play and have a responsibility to ensure an effective implementation and maintenance of this policy.

Date of Policy: Oct 2017

CoG sig: \_\_\_\_\_

Date for Review: Oct 2017