



## REINWOOD JUNIOR SCHOOL

### Anti-Bullying Policy

**Date: Spring 2016**

**Review date: March 2019**

**Version: 4**

#### Introduction - Principles/values

At Reinwood Junior School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities. We also aim to support the victims of bullying behaviour and help those who bully to acknowledge and deal with their problems.

#### Development

This policy has been developed following the DfE Publication 'Preventing and Tackling Bullying' published in 2014, and through discussion with pupils, staff and Governors within our school. It relates directly to the following policies Positive Behaviour, Safeguarding and online safety.

#### Discouraging, preventing and responding to bullying.

As outlined in the positive behaviour policy the school believes that all children and adults in our community have the right to:

- be valued
- learn
- be safe

and that these rights lead to all members of the community having responsibilities, which are:

- to value others
- to allow others to learn
- to help keep others free from harm

Implicit in all this is that bullying is wrong and we will not tolerate bullying and harassment in any form; this includes cyber-bullying and prejudice – based bullying related to special educational needs, sex, race, religion and belief, disability, sexual orientation or gender reassignment.

#### **Definition of BULLYING – (from Preventing and Tackling Bullying (2014))**

***Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.***

Or ...by bullying we mean persistent use of aggression with the intention of hurting others and which results in pain and/or distress for the victim.

We understand that bullying involves the use of intimidation, coercion and the misuse of power. It can be physical or psychological involving verbal and emotional abuse.

### **We would expect that:**

- All staff, governors, parents and pupils have an understanding of bullying.
- Bullying is not to be tolerated.
- All incidents are to be taken seriously.
- That bullying is to be clearly monitored.
- Clear procedures are in place for discouraging and preventing bullying and for dealing with recognised incidents of bullying.

### **Aims**

- To promote an atmosphere of openness, trust and support in which all children feel they can report any bullying-type behaviour to an adult.
- To allow opportunity for those involved in bullying-type incidents to discuss the problem with a relevant adult, through our Restorative Practice approach, before responsibility is attributed to either party.
- That a child who is the victim of bullying-type behaviour can receive support within school.
- To help those who show behaviour to empathise with the victim and consequently understand what they are doing and why.
- To make those who show bullying behaviour aware of the consequences of their actions.
- To give those involved in bullying-type incidents strategies to help them overcome the problems of bullying, raise their self-esteem and help with confidence.
- Allowances will not be made on the basis of gender, colour, age, religion or disability.
- Situations must be dealt with on a factual basis, sensitively and fairly by all adults concerned.

### **Prevention of Bullying**

- Criticism should be aimed at the child's behaviour, not at the person.
- Adequate boundaries of behaviour should be maintained so that children may know where they stand. Behaviour outside these boundaries should be dealt with in a consistent way.
- Everyone should be aware of how language can be bullying in nature.
- Children should be encouraged to inform an appropriate adult of any bullying behaviour and not keep things secret because of threats of intimidation.
- If a child reports an incident that appears to be bullying, it must be dealt with effectively. Following the school procedures.
- Promote anti-bullying procedures within classrooms.
- Whole school focus once a year during national Anti Bullying week and reminded throughout the year in assemblies.

### **Teaching and Learning Opportunities**

#### **Rights and Responsibilities of the Individual PSHE**

Children are taught units of work on bullying and cyber bullying during online safety and Anti-Bullying week. Every child has the right to be protected from being hurt and

the responsibility to ensure that the safety of others is not threatened. Every child has the right to be safe.

### **Celebration of Differences**

Children should be taught to value and appreciate differences of gender, race, age, ability, belief and physical appearance. Children are encouraged to share and celebrate their differences in families and backgrounds.

### **Friend or Enemy**

Children have the right to choose their friends and join different groups as long as it doesn't hurt other people. Children sometimes need reminding that, if someone is not their friend, then this does not automatically mean they are an enemy.

### **Provocation**

Children should be made aware that their actions might lead others to be provoked into bullying behaviour.

### **Imagination and Empathy**

In order for children to be able to empathise, they need opportunities to develop their imagination. All staff need to foster the development of children's imagination through both play and work situations to help them to learn how to empathise. This might be through contexts such as:

- Role play – drama
- Literature, Poetry – appreciating and creating
- Art- Appreciating and creating
- 'Small World' (living out situations through model people, animals and places)
- Games, Circle Time and SEAL
- Playground Friends and Playground Champions

### **Living by the Rules**

Children should be taught what the school rules are and to understand the importance of their application. Teachers and pupils will create their class charter within transition week which will establish class rules for everyone and these will be applied consistently.

### **Assemblies**

Assemblies have a part to play in delivering the personal, social, moral, spiritual and emotional curriculum to the whole school, as do class assemblies which may be tailored specifically to the class and its needs.

### **Social Responsibility**

Each child is responsible for their own behaviour and need to be taught self-discipline and self-control.

### **Assertiveness**

Children should be taught to respond to provocation in an assertive rather than aggressive manner – e.g. "Please stop I don't like that".

### **Ways of finding out what children understand about what bullying behaviour is:**

Pupil questionnaire  
PSHE curriculum  
Online-Safety Week  
Assemblies  
School Council  
Restorative Practices – Circle Time  
Anti – bullying week  
Playground Champions/Leaders

### **Ways of informing Parents about what bullying behaviour is:**

Website  
Policy sent to every parent/carer  
New pupil induction parents' evenings  
Parent workshops

### **Guidelines for adults dealing with Bullying.**

- Assess whether incidents are minor or not.
- Minor incidents of bullying will be dealt with by the classroom staff or a year leader using the positive behaviour management strategies in use in the school.
- More significant incidents will be dealt with by a year leader - staff will be alerted to incidents and the action taken
- Bullying incidents reported to be logged by Miss Megson or Miss King on incident form and school record to be kept.
- Significant incidents will be recorded on a pupil's G2 file and Miss Megson or Miss King will contact parents to keep them informed.
- Racial incidents to be referred to head teacher and reported.
- Persistent bullying behaviour to be referred to Miss Megson/Miss King dependant on year group.
- Incident to be reviewed with victim and bully at least once and monitored to ensure the problem has been resolved.
- Give sanction or punishment (see Positive Behaviour Policy)
- Victim and perpetrator receive counselling/discussion with school Behaviour for Learning co-ordinator or Learning Mentor.
- Parents are informed and invited to discuss problem.
- Outside agencies involved if necessary ie: Primary Pupil Referral Service
- Victim and Bully have the opportunity to meet under the supervision of an adult.

### **Parental/Carers involvement**

Parents/Carers are encouraged to raise concerns with school and all concerns are followed up.

Where a pupil is showing bullying behaviour towards others, parents will be informed (including the nature of sanctions being imposed). Should a pupil be excluded parents must bring son/daughter back into school for an interview. The interview will focus on causes of bullying and include possible actions to tackle these as part of any programme, which is established to modify the child's behaviour. Where a child has bullied or is being bullied and parents are involved there will be a focus on supporting the child and family and looking at ways of preventing the bullying,

encouraging the pupil to report concerns and to look at ways of boosting self-confidence and esteem.

## **Appendix. 1**

Routes through which victims of bullying can bring their problem to the attention of a responsible adult – in order of priority:

1. Go directly to an adult (teacher, support assistant, LTS, parent) as soon as a problem occurs.
2. Tell a friend who will tell a relevant adult.
3. Tell a Play Leader who will tell a relevant adult.

### Equal Opportunities

Kirklees LA requires all its schools, colleges and services to promote racial and sexual equality, harmony, understanding and justice. We promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual moral, social and cultural development of pupils, including through the extent to which schools engage their pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community.

The staff and pupils at Reinwood Junior School uphold this requirement and act accordingly.

### Positive Mental Health and Wellbeing

We aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

We aim to recognise and respond to mental ill health by developing and implementing practical, relevant and effective mental health policies and procedures. We aim to promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

### Version History

<b>Version</b>	<b>Date</b>	<b>Change</b>	<b>Author</b>	<b>Approved</b>
1	Jan 13	new	Mrs Eastwood	Jan 2013
2	Jan 14	updated	Mrs Spooner	January 2014
3	Jan 15	updated	Miss Williams	March 2018
4	March 16	updated	Miss King/Megson	March 2016

Signed