

Anti-Bullying/Pro-Kindness Policy

Author: SM
Approval: Sum 25
Approved By: HT
Review: Sum 27

Rationale

This document is a statement of the aims and strategies for ensuring positive behavior, thus minimising the risk of bullying behaviour or behaviour that makes children feel threatened or powerless. Its consistent implementation is the responsibility of all staff. 'Anti-bullying/Pro-Kindness Week' shines a spotlight on this issue but it is something that should be addressed all year round.

Aims

The aim of this policy is to ensure that all children feel safe and secure, and for everyone to be treated and respected by all. We are a caring community, whose values are built on mutual trust and respect. These core values underpin everything that we strive to achieve for our pupils, staff, parents and community.

Our three core values were chosen by our pupils through the Learning Council of our Pupil Parliament. Parents and staff were consulted through a pupil led questionnaire and our final three core values were chosen. They are what we want for all at Connaught.

- be **committed** to being the best you can be
- be **confident** in showing positive behaviours
- be **caring** to all in Connaught

The school **Behaviour Policy** is designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

The primary aim of the school **Anti-bullying/Pro-Kindness Policy**, however, is not a system to enforce rules but rather to promote good relationships, so that children are able to identify what bullying behavior is and feel empowered to deal with it if it happens to them.

Connaught Junior School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all people attend school free from fear, child to child, child to adult, adult to child, adult to adult.

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Expectations

- All children, parents and staff are aware of what bullying is and isn't through regular reminders, assemblies, pro-kindness week and PSHE lessons.
- All children, parents and staff are educated and feel empowered about how to deal with bullying behaviour.

A Positive Approach

Connaught staff give all children the benefit of the doubt when accused of bullying behavior. However, if such incidents with this child re-occur as well as making it clear that bullying behavior is not tolerated, we deal with the problem at the source and put measures in place that aim to build the child's self-esteem.

We do not refer to children as 'bullies' in this policy as we believe that behaviour can change and that every child can be successful in making good choices.

- Praising and a system of rewards are more likely to change behaviour than blaming and punishing.
- Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Giving children responsibility can engender a sense of self-worth and importance.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.
- We consistently promote the Core Values of the school and fundamental British Values.
- Promoting the impact of positive adult behaviour who are modelling consistently to the children what the school's high expectations are.

Bullying Behaviour

Bullying behaviour involves regular forms of hurtful abuse of physical and/or emotional power. A pupil is being bullied when another pupil or group of pupils persistently say nasty things to him or her. It is also when a pupil is repeatedly hit, kicked or threatened, sent unpleasant notes, when no one ever talks to them and other incidents where they are deliberately frequently isolated. It is also bullying when a pupil is teased repeatedly in a vindictive manner, is pressurised to behave in a particular way or when his or her possessions are damaged, stolen or extorted. Other actions may also constitute bullying. If these things happen frequently, it can be difficult for the pupil being bullied to defend him or herself.

Headteacher: Miss S McGann

Deputy Headteacher: Miss K Whiting

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However, if two pupils of equal strength or power have an occasional fight or quarrel, this is not bullying. If friends experience a friendship fall out, this is also not bullying and we deal with this differently. We are aware that bullying can and does happen online. This is dealt with in school by further educating the children through our e-safety lessons and speaking to the child and parents/carers who are involved. All behaviour linked to bullying is recorded on our system.

Bullying behaviour in school will be challenged for several important reasons, which include the unhappiness it causes, the likelihood of a drop in the standard of an affected pupil's school work, the possible absenteeism of a child being bullied and the potential for copycat behaviour from others. Pupils who bully need to be disciplined and counselled in school before they take their anti-social tendencies out of school.

Preventing Bullying

The pro-active strategies are:

- To provide a happy and caring environment in which to learn and work, where each member of the school community is personally valued and where pupils are able to develop self-respect and self-control.
- To help pupils acquire attitudes and skills relevant to their adult and working life and be able to adapt confidently to a changing society.
- To develop physical and social skills and aesthetic appreciation.
- To encourage moral values.
- To engender respect for and tolerance of others, regardless of differences of race, gender, culture or religion, upholding fundamental British values.
- To encourage pupils to work together and participate fully in the life of the school and the community.
- To make pupils aware of the types of bullying which exist through the formal subjects on the curriculum, including drama, English, PSHE and RE, as well as the occasional presentation as available by outside companies and in addition, by staff contributions in assemblies which illustrate the types of bullying and some possible outcomes. The e-safety policy addresses the area of e-bullying.
- To inform parents about the school's procedures for dealing with bullying through the publication of this policy on the school website.

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- When friendship issues arise, in the first instance, all parties take part with an adult in a 'restorative approach' conversation to identify the undesirable behaviours and what needs to happen to promote a positive relationship. A contract is drawn up which all parties sign and date. A specific consequence is identified in case either party break the contract. The children are empowered to reflect on and take responsibility for their behaviour and acknowledge that further wrong choices will lead to consequences.

These are all achieved through PSHE lessons, Growth Mindset, Assemblies, support with self-esteem, ELSA and the support of outside agencies if needed.

Dealing with Bullying Behaviour & those affected.

The re-active strategies come into play when an incident of bullying occurs. The process would be as follows:

- A verbal or written report of an incident of bullying may be given to any member of staff.
- All incidents adjudged to be bullying in accordance with the definition set out in this policy will be reported to the Year Leader, in the first instance and then escalated to Deputy Headteacher or the Headteacher if deemed necessary, who will then interview separately the children involved. If there is thought to be a merit in interviewing them together, then this will also be done. The details of these interviews will be recorded and kept on file.
- Depending on the nature, frequency and severity of the bullying incident, the teacher, Year Leader, will decide and discuss an appropriate course of action with the Deputy Head in accordance with the school's Behaviour Policy.
- "Circle Time" may be used as a method of drawing out the causes of and solutions to the bullying behaviour from the children themselves. This involves the teacher, in the first instance, Year Leader, Deputy Headteacher or Headteacher bringing together a small group of the affected child's friends to talk about how they can help. This group may also include the child who is bullying. All interventions should be recorded on CPOMs.
- The subsequent behaviour of the child affected and the child who is bullying will be monitored by the class teacher for a period of not less than one month and regular contact will be made with the parents.
- The class teacher will contact the parents of both of the children affected with the intention to inform them of actions and gain their support.
- If necessary, in severe cases, the Headteacher may seek support from the Governing Body who may take further action in accordance with Government regulations.

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- There will be a section every term within the Headteacher’s Report given to the LAB (Local Academy Board) stating the number and nature of the bullying incidents and actions taken to prevent further incidents.

Help from the Pupil Parliament (The impact of Pupil Voice)

The problem of bullying is an item on the agenda for the Friendship Council of the Pupil Parliament yearly, when this policy is assessed and reviewed, with feedback from the class representatives. Ideas and suggestions from the pupils are welcomed and usually included. Children engage in planning and delivering lessons on anti-bullying to their class with their class teacher.

Advice for Pupils

DO.....

DON'T.....

Talk to someone you can trust – a teacher/member of staff, parent, older friend or relative.	Try to deal with the problem on your own.
Write down what has happened and how you feel – be 100% truthful.	Believe the lies that children who are bullying tell.
Attend school and clubs as normal – children who bully mustn’t win.	Use violence against the children who are bullying.
Do something! Doing nothing just encourages the children who bully.	Exaggerate – this only casts doubt on your version of events.
Use eye contact and ask them to leave you alone.	Hide it.
Ignore them.	Do what they say.
Walk away.	Get angry.
Talk about it in Circle Time	Think it’s your fault.
Remember that it is not your fault and you are not alone.	

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Advice for Parents

DO.....

DON'T.....

Listen to your child – be patient and sensitive.	Interrogate or increase the stress on an already anxious child.
Try to agree a way forward with your child.	Make promises you cannot keep e.g. on confidentiality.
Make a note of everything you have been told.	Communicate your anxiety to your child.
Contact the school at an early stage.	Allow a situation to drag on – it may cause serious damage.
Be honest and stick to the facts.	Exaggerate or jump to conclusions.
Try and establish if your child is the victim of bullying behaviour (see the Anti-Bullying Guidance pamphlet.)	Ask leading questions. Just listen to what your child is telling you.

Related Policies:

Behaviour Policy

Anti-Bullying Guidance Pamphlet

E-Safety Policy

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The Anti-bullying Guidance Pamphlet

If you feel you are being bullied:

Do.....

- ✓ Use eye contact and ask them to leave you alone.
- ✓ Ignore them
- ✓ Walk away
- ✓ Tell an adult (remember to be 100% truthful.)
- ✓ Talk about it in Circle Time
- ✓ Remember that it is not your fault and you are not alone.
- ✓ Talk to a friend
- ✓ TELL SOMEONE



Don't.....

- Do what they say
- Get angry
- Hit them
- Think it's your fault
- Hide it



What I should I do if I see someone else being bullied?

- ❖ Tell an adult straight away.
- ❖ Be supportive and show you care.
- ❖ Don't stay silent or the bullying behaviour may continue.

The Head, the Governors, the staff and the parents will work together to:

- ✓ Make our school a place where everyone feels safe and happy.
- ✓ Help everyone to get on with each other as we believe that everyone has the right to be who they are.
- ✓ Ensure all action is taken to support our children.



ANTI-BULLYING GUIDANCE

WHAT IS BULLYING?

At Connaught Junior School a person who bullies is someone who hurts someone more than once, by using behaviour that is meant to hurt, frighten, intimidate or upset another one.

Emotional: Hurting people's feelings, leaving you out.

Physical: Punching, kicking, spitting, hitting, pushing and forcing another person to do something against their will.

Verbal: Name calling, teasing, swearing or sexist comments.

Racist: Calling racist names, commenting unkindly on skin colour.

Through a third person: Sending a friend with unkind messages.

Cyber: Calls, texts, emails, online and use of camera and video facilities.

RUDE v MEAN v BULLYING

RUDE = Inadvertently saying or doing something that hurts someone else.

MEAN = Purposely saying or doing something to hurt someone once (or maybe twice).

BULLYING = Intentionally aggressive behaviour, repeated over time, that involves an imbalance of power.

WHEN IS IT BULLYING?

Several Times On Purpose



We promise to always treat bullying seriously.

Bullying is NOT tolerated at Connaught Junior School

 (We are a Caring school)

WHO CAN I TELL?

- ❖ Teachers
- ❖ Teaching assistants
- ❖ Any other school staff
- ❖ Midday supervisors
- ❖ Your parents/carers
- ❖ A friend
- ❖ Members of the Senior Leadership Team
- ❖ Anyone else you trust

MOST IMPORTANTLY:-

Be clear about what bullying is.



Start Telling Other People!