



John Clare Primary School

Inspire - Nurture – Celebrate

Respect and Antibullying Policy

Editions and Revisions:

Policy	January 2024
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Next Review Date	January 2026

John Clare Primary School

Our policy on Bullying is part of the school's policy on Behaviour which is a continually evolving area of our work.

John Clare Primary School's definition of bullying is:

Bullying is ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g., being ignored or cyber bullying). It may be one person or a group.

This policy covers all forms of bullying including cyber-bullying and bullying that involves protected characteristics (age, disability, gender, gender identity, race, religion or belief, pregnancy, marriage or civil partnership and sexual orientation).

We believe that every child has the right to feel safe in school and enjoy their education without the threat of bullying or harassment behaviour. Our approach is to build the children's self-esteem and confidence and for our approach to be consistent across the school. We intend that the policy is clearly understood and shared by all, children, staff and parents.

This Respect and Antibullying Policy takes its place within the general aims of the school. It has close links to KCSIE; the Safeguarding and Child Protection, Behaviour, E-Safety and Acceptable Use, Equality, RSHE and PSHE policies, and The Department for Education (DfE) guidance on preventing and tackling bullying (updated in July 2017).

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act.
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fosters good relations between people who share a protected characteristic and people who do not share it.

Prevention and strategies to reinforce John Clare Primary School's Respect and Anti-Bullying Policy:

- Anti-Bullying week, known as 'Respect Week' and assemblies throughout the year.
- Class based 'Worry' boxes, 'Worry Monsters' or Journals for pupils to share messages to the Class Teacher.
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyber bullying.
- Our Behaviour Policy focuses on the promotion of pro-social behaviours and developing the children's understanding of what such behaviours look like.
- Children participate in role play work in class as part of PSHE.

- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricula themes, drama, story writing and literature.
- Positive Play Leader activities planned at lunchtimes to encourage reciprocity, kindness and positive play.
- A whole school reward system.
- Good quality role models.
- Adult modelling of appropriate response to a range of scenarios.
- Children and parents have a good knowledge of the procedure/policy.
- Children have a clear understanding of their rights and responsibilities.
- E-safety frequently discussed and taught.
- All adults to deal with a situation, even if minor: we recognise the importance of earlier intervention and support to prevent the situation escalating.
- Use of nominated adults as Learning Mentors to support particularly vulnerable children and in some situations where friction between individuals or groups has the potential to be ongoing.

Possible Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression bedwetting.

Behavioural: sudden changes in behaviour and mood, concentration difficulties, truancy, loss of appetite.

Staff should also be aware that there may be a number of other causes and indicators for the above that may require further investigation.

If bullying is suspected we will:

- Talk to the suspected victim, and any witnesses individually.
- Identify the bully and talk about what has happened, to discover why they became involved.
- Make it clear that bullying is not tolerated.
- If the bully owns up or is proved to have bullied, then sanction procedures outlined in the Behaviour Policy will be followed.
- Incidents of bullying are recorded by all members of staff using My Concern and are categorised as 'Bullying' on the programme.
- The school also record incidents that occur near the school, or on the children's way between school and home, or at home (for example, cyber bullying) that we become aware of.
- Incidents involving protected characteristics (see Equality Policy) will be flagged through this process and will be dealt with promptly by a member of the SLT.
- Teachers will update the My Concern log if there are ongoing concerns.

- Involve all parties together to discuss the issues if agreed by all parties.
- Allow children time to sort things out.
- Support and empower children to resolve the conflict and understand their role in the issues.
- Establish an agreement between the children where needed.
- Inform parents/carers.
- Follow up with further discussions with individuals as and when appropriate.
- When necessary, support children individually or together.
- Use adult-led positive play sessions to model appropriate behaviour, especially for our younger children.
- If the incidents persist and are causing a health and safety issue, then the Headteacher could instigate suspension/exclusion procedures (see Behaviour Policy)
- The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

Recording

Incidents of bullying are recorded by all members of staff using My Concern. Incidents of bullying are categorised on My Concern as 'Bullying' to enable effective monitoring, connections between incidents to be made, and for review and reporting purposes. The school also record incidents that occur near the school, or on the children's way between school and home, or at home (for example, cyber bullying) that we become aware of.

The role of governors

- The governing body supports the Headteacher in all attempts to eliminate bullying from our school.
- The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly.
- The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school's Respect and Anti-Bullying Policy. The Headteacher will use the My Concern reporting tool and its categorisation feature to inform reports to governors about incidents of bullying through regular Headteacher reports.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the Soke Education Trust Complaints Policy by initially contacting the class teacher. If the concern remains, they should contact the Headteacher. If they are still concerned, they should contact the Governing Body via the School Office.

The role of the Headteacher

- It is the responsibility of the Headteacher to implement the school's Respect and Anti-bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying.
- The Headteacher reports to the governing body and the Local Authority about the effectiveness of the anti-bullying policy on request and routinely on termly basis.
- The Headteacher ensures that all children know that bullying is unacceptable behaviour.

- The Headteacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher leads the school in making our vision a reality, where all members of the learning community inspire and nurture each other and celebrate each other's successes.

The role of all staff

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place. All adults will deal with situations quickly and by taking action to prevent situations escalating. They will follow the procedures followed in this policy and the Behaviour Policy. Where necessary they will also act with reference to the Equality Policy.

Staff will model and scaffold the following actions to resolve any bullying issues:

RESPECT – for everyone by listening to other opinions and learning to value them.

RESPONSIBILITY - taking responsibility for your own actions.

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

All adults to follow up what they have said e.g., close monitoring, follow up discussions/meetings etc.

The role of parents/carers

Parents have an important part to play in our Respect and Anti-Bullying policy.

We ask parents/carers to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Contact the school as soon as you have any concerns.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously, and appropriate action will follow.
- If a child has bullied your child, please do not approach that child on the playground or their parents/carers or involve an older child to deal with the bully. Please inform school immediately and we will deal with it following the school procedures.
- It is important that you advise your child not to fight back; it can make matters worse.
- Tell your child that it is not their fault that they are being bullied.

- Reinforce the school’s policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school as soon as possible. The matter will be dealt with appropriately and promptly. Remember incidents are confidential, do not discuss them with other parents/carers on the playground. Speak to school staff if you have concerns.

Parents/carers have a responsibility to support the school’s Respect and Anti-Bullying Policy and Behaviour Policy, actively encouraging their child to be a positive member of the school community.

Should parents/carers be dissatisfied with the way the school has dealt with a bullying incident, they should follow the Soke Education Trust Complaints Policy by initially contacting the class teacher. If the concern remains, they should contact the Headteacher. If they are still concerned, they should contact the Governing Body. The school office will be able to provide relevant contact details for the governors.

The Role of Children

What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- It is best to tell an adult you trust straight away - you will get immediate support.
- All adults in school will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.
- Remember that your silence is the bully’s greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong. Be proud of who you are. It is good to be individual.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say “No!”. Walk confidently away. Go straight to a teacher or any member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – do not do it.

What do you do if you know someone is being bullied?

1. Take action and tell an adult! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
2. Tell any adult as soon as you can. Adults will deal with the bully without getting you into trouble.
3. Do not take direct action yourself.

Monitoring and review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors through regular Headteacher reports about the effectiveness of the policy.

This Respect and Anti-Bullying Policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying records, where incidents of bullying are recorded, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out, in particular, for bullying directed to the Equality Act Protected Characteristics.

This policy should be read in conjunction with KCSIE, the Safeguarding and Child Protection, Behaviour, E-safety and Acceptable Use, Equality Policy and The Department for Education (DfE) guidance on preventing and tackling bullying (updated in July 2017). This policy will be reviewed in accordance with the school's review cycle.