



Name of Policy:

## **Anti-Bullying Policy**

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| <b>Role responsible for updating policy</b> | SLT.     |

# Contents

|  |   |
|--|---|
| Rationale.....   | 3 |
| What behaviour could be bullying?.....   | 3 |
| Who is responsible for dealing with bullying at WFJS? .....                            | 4 |
| Parents .....  | 4 |
| Staff Responsibilities .....   | 4 |
| How might bullying be recognised if not reported?.....                                 | 5 |
| Prevention .....   | 5 |
| Procedures .....   | 5 |
| What support do the children receive?.....   | 6 |
| Support offered could be: .....  | 6 |
| APPENDIX.....  | 7 |
| What is Restorative Justice? .....   | 7 |
| Restorative Justice Approach .....   | 7 |
| The potential advantages of restorative approaches in the school setting include:..... | 7 |
| Response advice.....   | 8 |

## Rationale

The aim of the anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of witnessing or experiencing bullying. Wallace Fields Junior School has a **restorative justice approach** (See appendix) to solving issues surrounding bullying and unpleasant behaviours.

Through our **school values**, we aim to teach and inspire children to understand how their actions impact on others and incorporate our **SMSC values** and the **British values** within it. These values and our school motto were **created by the children in the school, for the children**.

This policy outlines how Wallace Fields Junior School:

- Defines bullying
- Recognises the importance of responding effectively to bullying
- Recognises signs and symptoms of a bullied child, prevents bullying
- Responds to bullying
- Supports both the victims and wrongdoers of bullying
- Outlines the responsibilities of all staff and parents in dealing with reports of bullying

## What behaviour could be bullying?

Bullying is any anti-social behaviour that can affect anyone in our school community and will be treated sensitively and quickly.

We believe **that Bullying is repeated, harmful and specifically targeted behaviour** which causes either emotional or physical pain. Included in this is physical or material damage caused by one person to another. **Bullying can include:**

- Verbal - persistent name calling or other hurtful remarks, taunting, offensive remarks, threats.
- Manipulating friendship groups
- Physical assault e.g. kicking, hitting, taking and damaging belongings.
- Psychological and relational abuse e.g. spreading nasty stories, gossiping, excluding from social groups.
- Racial abuse - this can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.
- Homophobic, biphobia, transphobic, taunting or rumours
- Lying or stealing
- Cyber bullying e.g. inappropriate text messages, instant messages and emails, sharing/sending offensive and/or degrading photographs/video clips by phone or via the internet, inappropriate comments on social media and gaming sites
- SEND related bullying – intentional and repeated victimisation of a person due to their special need or disability.

**Not all hurtful behaviour is bullying and it is important that children learn to differentiate.** It is not bullying when two children of approximately the same age and strength have disagreements or quarrels. 'Toxic' friendship is not bullying and children are taught the value of self-worth and are encouraged to make as many friends as possible, rather than continue in friendships that make each other miserable.

## **We believe what separates bullying from other undesirable behaviour is that:**

- Bullying is persistent
- Bullying is unprovoked
- Being physically attacked or threatened with a physical attack
- Being persistently called names in an unkind or discriminatory way, including racist comments and jokes
- Bullying deliberately harmful or hurtful
- Having your property deliberately destroyed, damaged or hidden
- Being the subject of malicious rumours or notes
- Being consistently excluded from the rest of the peer group
- Bullying occurs more than once, usually over a period of time
- Bullying is distressing to the victim
- Bullying tries to make the victim feel powerless
- Bullying often involves an imbalance of power e.g. stronger versus weaker, group versus individual, older versus younger.

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others. These may include: pupils with SEN such as learning or physical disability, young carers, looked after children, previously looked after children, those from ethnic and racial minority groups and those young people who are perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role. Bullying is always undesirable behaviour, and is never tolerated. **ALL forms of bullying are taken equally seriously.**

## **Who is responsible for dealing with bullying at WFJS?**

### **Parents**

Parents are a key part of our school community and we encourage parents and carers to work with us to deal with any occurrences of bullying. We expect parents to model our BELIEVE values when discussing school at home and to respect all members of the school community. We ask that parents communicate with us over any suspected bullying and understand that if it not reported, we cannot act on it as quickly as we would like. Equally, we ask that parents take all bullying seriously and to work with the school, not against it, to tackle any arising bullying behaviours of their child. Often, bullying is a group issue, and a child may be going along with it, even though they would never make that decision themselves. We believe in a no bystander approach and that any child involved, will be treated equally with their peers. It is also advisable that if children are allowed access online where they can talk to other children, or can text or use social media, that adults check, restrict and control their activity.(refer to Online Safety Policy/AUP)

### **Staff Responsibilities**

All staff have a responsibility to listen to and report issues of bullying. Staff will respond to any reports in calm and sensitive manner. All staff have a responsibility to deal with bullying and inform the DSLs / DDSLs. How staff deal with the cases of bullying are outlined below. In our school, the children are taught that by not showing how 'Every Pupil Matters', children are preventing others from '**BELIEVE**'ing and achieving. This is referred to throughout any restorative sessions, lessons, assemblies and PSHE/ Life Lessons.

## How might bullying be recognised if not reported?

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of the possible signs and that they should investigate if a child:

is frightened of walking to or from school, begs to be driven to school, changes their usual routine, is unwilling to go to school (school phobic), becomes withdrawn anxious, or lacking in confidence, starts stammering, attempts or threatens self-harm, cries themselves to sleep at night or has nightmares/bedwetting, regularly feels ill in the morning, begins to do poorly in school work, comes home with clothes torn or books damaged, has possessions go 'missing', has unexplained cuts or bruises, becomes unreasonable when dealing with school issues, severe lack of appetite, is frightened to say what is wrong, gives improbable excuses for any of the above.

**These signs and behaviours could indicate other problems**, but bullying should be considered a possibility and should be considered.

### Prevention

To fulfil our aims, the following strategies are used:

- Modelling appropriate BELIEVE behaviour
- Themed Assemblies
- Teaching self-esteem and self-value
- Teaching a 'No-Bystander' <sup>1</sup> 'No-Outsiders' and 'Collective Responsibility' approach
- Use 'Mood Boxes' to track the feelings of children on a day-to-day basis
- Peer mentoring so that pupils can report any incidents to a Year 6 child, who has been trained to spot patterns of bullying and records initials in the Peer Mentoring book. They then report to teachers specifically.
- Understanding the importance of being kind and positive
- Having an open door policy with children and parents
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained
- Involvement of all school staff to ensure a consistent restorative approach is in evidence
- An open door policy in the school and staff email correspondence
- Encouraging pupils and parents to report bullying
- Raising awareness of bullying in PSHE/Life Lessons, assemblies and all lessons
- Use of CPOMS to keep all staff aware of current issues troubling or possibly effecting pupils
- Awareness raised in Upper School on the use of homophobic language as directed by Stonewall Taking the 'No Bystanders' approach to bullying- encouraging other children to 'whistleblow' on perceived bullying. <sup>2</sup>
- Books with plots that involve inspirational characters and strong minded children who stand up to injustice

### Procedures

- Incidents of significance are recorded on CPOMS appropriately
- It is recognised that incidents of bullying occur in all schools. It is essential that all incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies jointly with the class teacher and the senior leadership team.

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<sup>1</sup> [https://www.stonewall.org.uk/sites/default/files/nobystanders\\_placard.pdf](https://www.stonewall.org.uk/sites/default/files/nobystanders_placard.pdf)

<sup>2</sup> <http://www.stonewall.org.uk/our-work/campaigns/nobystanders>

- The teacher responsible for student behaviour and welfare at the time of the incidents, will be in charge of the recording and overseeing of incidents. The Headteacher will be responsible for embedding anti-bullying awareness in the policies and practices of the school and when to implement punitive measures if the restorative approach is not effective for certain incidents. Staff are all trained in restorative justice and how to approach bullying.
- The following steps may be taken when dealing with incidents: If bullying is suspected or reported, the incident will be recorded and dealt with as soon as possible by the member of staff who has been approached.
- Staff can consult the victim(s) and the perpetrator. (Appendix).
- The member of staff should discuss with other colleagues or DSLs/ DDSLs and should reach agreement as to whether this incident constitutes bullying or an isolated incident of poor behaviour.
- If deemed to be bullying, the teacher responsible will speak to the pupils involved and proceed accordingly. If the matter can be resolved in school without the need for parental contact then this will be done and monitored by appropriate member of staff, teacher responsible or the Deputy and Headteacher. It may be decided that parents should be informed immediately and this will be done by the Deputy or the Headteacher. A record of events will be kept and this will be updated until the situation has been resolved.
- In serious cases parents will be informed that their child has been subject to bullying. The parents of the perpetrator(s) will also be contacted via telephone or letter and offered a meeting with the Headteacher to discuss the incident.
- In some cases, if the measures put in place have not yet been effective, midday supervisors and class teachers will find a safe place for the victim to seek help so that they do not have to feel that they are trapped.
- In some cases, the wrongdoer will face punitive measures and be removed from certain situations to ensure the safety and well-being of the victim.

### What support do the children receive?

- Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be considered to ensure that the victim does not suffer any long-term effects. At Wallace Fields Junior School, this may be ELSA support or a book to record feelings to the class teacher.
- After a period of time the staff involved at the initial conflict will meet with the victim to reassess the situation and the relationship between those connected to the incidents.

### Support offered could be:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice. (See restorative justice approach appendix 1)
- Reassuring the pupil with the involvement and understanding of the wrongdoer
- Offering continuous support following the mediation between victim and wrongdoer. (In some cases- this will not be offered so that the victim does not need to face the wrongdoer).
- Restoring self-esteem and confidence and maintain a long-term resolution to the issues raised in the restorative approach.
- Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE/Life Lessons, assemblies and subject areas, as appropriate, in an attempt to limit and remove such behaviour.
- It is recognised that support must be given to the wrongdoer. Restorative procedures with the wrongdoer(s) are intended to change or modify behaviour for the longer term. Such procedures may include:
  - Positive behaviour strategies.

- Discussion about the effects of their actions.
- Peer mediation & involving victims, teachers and parent

## **APPENDIX**

### **What is Restorative Justice?**

A restorative approach is all about relationships – making, maintaining and, when necessary, repairing relationships. Though it seems new and formal, this approach has been adopted by Wallace Fields Juniors and continues to be much more successful than taking punitive measures to punish a few individuals. A commitment to:

- Facilitating dialogue between all those affected by the wrongdoing or conflict.
- Encouraging those responsible for the harm to become accountable for their actions and responsible for putting right the wrong.
- Ensuring that all those involved or affected are given the opportunity to share their story, their feelings and their needs
- Involving everyone affected in finding mutually acceptable ways forward
- Repairing the harm caused by any behaviour that has a negative impact on others
- Repairing, or at times building, relationships between those affected.

### **Restorative Justice Approach**

The restorative approach is based on the belief that the people best placed to resolve a conflict or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honoured. In order to engage in a restorative approach to conflict and challenging behaviour people need certain attitudes and skills. Skills-based training can develop both restorative skills and attitudes.

It can help participants to identify a variety of applications of these skills to meet the needs of the whole school community. The ultimate aim of the project is to build a strong, mutually respectful, safe and inclusive school community in which everyone feels valued and heard.

### **The potential advantages of restorative approaches in the school setting include:**

- A safer, more caring environment and a more effective teaching and learning environment
- A greater commitment by everyone to taking the time to listen to one another
- A reduction in bullying and other interpersonal conflicts
- A greater awareness of the importance of connectedness to young people. The need to belong and feel valued by peers and significant adults
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect, young people
- Reductions in fixed term and permanent exclusions
- A greater confidence in the staff team to deal with challenging situations
- An increased belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so

## Response advice

| Response                                | By   | In response to:  |
|---|--|--|
| <b>RESTORATIVE ENQUIRY</b>              | Teaching staff<br>Colleagues                                     | minor student worries<br>minor disruptions<br>need to debrief<br>challenging situations<br>worried parents   |
| <b>RESTORATIVE DISCUSSION</b>           | all members of the school<br>community                           | disruption<br>inter-personal conflict<br>challenging situations  |
| <b>MEDIATION</b>                        | teaching staff<br>senior managers<br>governors/senior management | student conflict<br>staff conflict<br>staff-student conflict<br>staff-parent conflict  |
| <b>Victim/Perpetrator<br/>MEDIATION</b> | teaching staff<br>senior managers<br>governors/senior management | student conflict*<br>staff-student conflict*<br>staff-parent conflict*   |
|   | * where there is acknowledged responsibility for the harm caused |  |
| <b>CIRCLES</b>                          | class groups<br>school council<br>whole staff<br>any team staff  | class issues/harm within class<br>problems affecting students<br>staff issues<br>team issues   |
| <b>RESTORATIVE<br/>CONFERENCE</b>       | appropriate teaching staff<br>senior management<br>governors     | minor issues involving harm caused in group<br>minor issues involving harm/ disruption in a group<br>of students<br>issues involving a group or needing parental<br>involvement<br>exclusion issues- either as an alternative, or point<br>of re-entry to school<br>any of the above if appropriate, and also issues<br>involving staff and students |
| <b>FAMILY GROUP<br/>CONFERENCE</b>      | family members   | concern over a student's situation or behaviour<br>e.g. attendance/at risk   |