

John Bunyan Primary School & Nursery



Antibullying Policy

Reviewed by: SLT
Approved by: Curriculum Committee Spring 2023
Review: Spring 2024

Introduction & Policy Rationale

The Staff and Governors at John Bunyan Primary School and Nursery believe that the education we provide should influence and reflect the kind of society we want for our children in the future. It is important, therefore, to recognise a broad set of common values that underpin and inform our behaviour and Anti-bullying policy.

Core Values

Hope, Integrity, Justice, Courage, Respect, Compassion, Responsibility, Wisdom

The education that children receive at our school should reaffirm our commitment to these Core Values and help our young people acquire an understanding of why their society is as it is. We believe that our behaviour and anti-bullying policy will be realised by promoting these Core Values for both staff and pupils.

This policy is designed as both an aid and reference for Staff, Governors, Visitors and Parents/Carers.

Children have access to a child-friendly version of this policy which has been designed to support and guide them (Appendix 1)

Policy Aims & Objectives

This policy aims to outline explicitly and implicitly the ways in which the school develops our children socially and supports a positive school environment.

Specifically, our school should be a place where:

- everyone feels valued, safe, happy and secure
- everyone feels free from harassment and racial discrimination
- everyone has equality of opportunity
- positive relationships are promoted between everyone
- everyone is treated as an individual and their self-esteem is encouraged
- all children are enabled to make progress to the best of their ability
- good and appropriate behaviour is promoted at all times
- everyone participates in a curriculum that takes full account of the richness and diversity of the worlds cultures so that they can develop understanding of and respect for people of different racial, ethnic and cultural backgrounds

Promoting Positive Behaviour & Self-discipline

The behaviour and self-discipline within our school community should reflect the overall values and positive approach that we hold.

Being part of a community inevitably means that we need to think about and be aware of the needs and feelings of others as well as ourselves. We strive to provide an emotionally literate community and use a Core Learning Skills Curriculum: Personal and Social Competencies to intentionally teach social competencies.

We need to be able to co-operate, work in partnership, understand and show respect for each other. To achieve this there needs to be a framework within which **everyone** understands their individual and collective responsibilities.

The purpose of this policy, together with our Behaviour Policy, is to show how we plan to positively guide, support, encourage each other in self-discipline and the part we play within a caring society.

Code of Conduct

The foundation of our positive behaviour and self-discipline policy is our whole-school Code of Conduct. This is based on our Core Values and promoted throughout the school.

The Code of Conduct provides a simple guide for both staff and pupils.

Be fair, Be caring, Be respectful, Make great choices

All staff are responsible for reinforcing the code in a variety of ways, including:

Head Teacher

- modelling appropriate behaviour to pupils and parents and staff.

Teachers and Learning Support Assistants

Classroom support including volunteers and students

- prominently displaying it in every classroom
- using photographs to illustrate the Code
- making constant reference to the Code during the day
- making explicit links to whole class and individual reward systems
- modelling appropriate behaviour to pupils, parents, visitors and each other

Office and site Staff

- prominently displaying the Code in the office and reception area
- modelling appropriate behaviour to pupils, parents, visitors and each other

Lunchtime Staff, Catering team

- prominently displaying it in the hall
- making constant reference to the Code during lunchtimes
- making explicit links to individual lunchtime reward systems
- modelling appropriate behaviour to pupils and each other

Governing Body

- modelling appropriate behaviour to pupils, parents, visitors and each other
- making constant reference to the Code during school visits and Governing Body meetings, etc.
- We use the Code of Conduct as a basis for simple classroom rules and routines.

Promoting Friendship and Anti-Bullying Strategies

At John Bunyan Primary School and Nursery, we have defined bullying as:

‘deliberately hurtful behaviour over a period of time, which may be verbal (including racism), physical, social or psychological.’

We support the pupils to understand the difference between bullying and other hurtful behaviour by exploring the definition with them – pupils should be encouraged to use a range of media to help them define for themselves what bullying is.

Promoting Anti-Bullying Strategies

(in conjunction with the Essex guidance document ‘Creating a Telling School’)

- promote the Code of Conduct
- use positive behaviour management strategies
- promote Friendship and Problem-Solving routines for pupils
- be a “telling school” where anyone seen bullying or has it done to them tells an adult
- inform the parents/carers of the bully of what has been happening
- make the consequence for bullying known to all the children

Definitions of bullying

In the writing of ‘*Bullying Matters*’, Noreen Wetton and Margaret Collins devised the following definitions of bullying. These are offered as a starting point for schools.

We think that children will be able to understand this definition:

It **is** bullying when people:

- hurt others on purpose – especially by hitting or kicking;
- say they will hurt them;
- tease others unkindly;
- call people names;
- take their things, spoil or throw them away;
- say unkind things, spoil or throw them away;
- say unkind things about others, whether true or not;
- prevent others from joining in their work, or group activities.

It **is not** bullying when people;

- hurt you by accident;
- don't know you want to join in;
- won't let you have your own way;
- ask you to wait your turn;
- want you to go by the rules;
- borrow or use your things and forget to ask you, especially if they do not realise the things are not for general use.

What should pupils do if they think they are being bullied?

Pupils should be encouraged to understand what bullying is and that it is important they tell someone if they feel bullied. Most pupils do not tell adults they tend to choose a peer or staff may notice changes in their behaviour. Staff need to be aware of some of the signs that could indicate they are being bullied.

What should the pupils tell an adult?

(Sensitive questioning by staff to try to establish the following)

- Who has been bullying them.
- How long has this been going on.
- How many times has this happened to them.
- Has anyone seen this happen. If so, who.
- Has anyone else been bullied by the same person.
- Have they told anyone else about this before?
- Was anything done about it.
- Have they done anything unhelpful that has not helped the situation.

What should a pupil do if they witness bullying?

- Tell an adult in school or a parent

What additional steps will there be if the bullying continues?

Steps to make the pupil feel safe need to be taken and the staff will meet with parents to agree a way forward and agree actions and timescales. The actions will be monitored and if the bullying continues a further meeting will be called and a fixed term exclusion may be issued and a referral to our counsellor for support.

What should parents do about bullying?

Inform the school if they think their child is being bullied or is bullying other children. Try to establish the facts and keep an open mind. The symptoms at home of children being bullied or who are bullying can sometimes be very similar. With older children it might be useful to refer to

this policy and the Home-School Agreement. With all children, parents and/or carers should talk about the problems of bullying with their child.

Important information about bullying:

- As pupils grow older the nature of bullying changes, and can become subtler.
- Most bullying is not physical or direct. Children identify emotional and social forms of bullying as most hurtful.
- Bullying exists in all ages, social, ethnic and gender groups and in both urban and rural settings.
- Most bullying is between children of the same ages.
- Those who witness bullying are as deeply affected as those who are directly bullied.
- Children follow example. If home life does not offer a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves they may tend to adopt aggressive behaviour patterns themselves.

Review

The Governing Body, Headteacher and all staff view bullying a very serious impairment of the school's normal work and life, even though incidents are very small in number. They will therefore keep this policy under regular review with a report to the governing body once a year.

Appendix 1: What to do if you think someone is being a bully.

Tell an adult

Bullying

Bullying is when:

- Somebody keeps hurting us on purpose or
- Says they will hurt us or
- Teases us a lot or
- Calls us names lots of times or
- Takes our things and spoils them a lot or
- Says unkind things about others lots of times or
- Stops us from joining in and playing games all the time.

If somebody does something to us that we don't like we must tell a grown up.

When we follow this, we will all feel happy and safe.

The way we deal with problems in the classroom and in the playground.

When we have a problem, this is how we think about it.
We use the 5w's or very similar types of questions.

The 5w's

- What has happened?
- What part of the Code of Conduct was broken?
- What can you do to make things better?
- What could you have done?
- What will you do next time?