



WEST RISE JUNIOR SCHOOL

**POLICY: Friendship and Anti-Bullying**

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Updated: November 2018

Ratified by Governors: 27<sup>th</sup> November 2018

Reviewed by Governors:

Signed:

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*At West Rise Junior School we inspire and empower independent and creative learners who will continue to enrich their lives and those of others within a culture of high achievement and mutual respect.*

*At West Rise Junior School we aim to identify and support all pupils following guidance laid out in the East Sussex and West Rise Junior Dyslexia Policy .*

*West Rise Junior School is a Rights Respecting School and puts the articles of the Unicef Children's Rights Charter at the heart of all school policy. This policy reflects that as a school we recognise that all children have the right to be safe, be educated and learn, be treated fairly, be listened to, a healthy lifestyle, extra support if they need it and a right to join in cultural and artistic activities.*

**BACKGROUND AND RATIONALE**

**POLICY DEVELOPMENT**

This policy has been developed with the staff and children of West Rise Junior School and has been led by the PSHE Co-ordinator.

The teaching staff have been involved through discussion in staff meetings. Children have been involved through the School Council. Class representatives have attended meetings with the PSHE Co-ordinator and given feedback to their class as well as gather ideas, views and opinions from their class. Parents were invited to feed into the policy through an after school open

session. The policy applies to the whole school community and all adults should seek to be positive role models. The school does not tolerate bullying of any kind to any individual.

### **RATIONALE**

This policy reflects the school's commitment to promoting supportive relationships and behaviour.

The anti-bullying policy links closely to the Behaviour Policy and the sanctions for bullying relate directly to those explained in detail in this policy.

Developing an awareness of what bullying is and the implications of bullying amongst all members of the school community is another important element of the anti-bullying policy. This is achieved through the PSHE policy, schemes off work and Philosophy for Children, which outline class based work on increasing knowledge and understanding of the types of bullying, why people bully and the effects of bullying on an individual.

### **OUR AIMS**

- To provide a safe and secure environment for all children in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the children.
- To encourage children to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their actions.
- To implement strategies to prevent bullying from occurring.
- Everyone is mutually valued and respected regardless of age, gender, race, beliefs, sexual orientation and ability.

### **BULLYING DEFINITIONS**

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both students disagree and find it difficult to resolve the disagreement, without adult or peer help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the situation. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Although definitions can be prescriptive and rigid they are helpful in ensuring that there is a consensus about the sort of behaviours that constitute bullying. Such a consensus allows incidents to be dealt with in a consistent manner. The following definition has been devised by and chose by the children in the school.

**Bullying behaviour is defined as:** 'behaviour by a group or an individual – repeated over time – that intentionally hurts another individual or group.'

**(Department For Education: Antbullying Alliance). See below for more detailed definitions of the types of bullying.**

### **BULLYING**

Bullying is usually conscious and wilful, consisting of deliberately hurtful acts of aggression or manipulation against another person. An individual or group may carry out the act. Those being bullied usually find it difficult to defend themselves.

Bullying can last for a short period or for a significant length of time, but it is an abuse of power by those who carry it out. Bullying is usually part of a pattern of behaviour rather than an isolated incident. For this reason even isolated incidents should be recorded so that patterns of behaviour can be highlighted. (See Behaviour Policy for information on recording behaviour)

### **FORMS OF BULLYING**

Bullying can take a number of different forms, it can be physical or non-physical, but whatever form it takes it can have lasting psychological effects.

**Physical** bullying (hitting, punching, finger jabbing, inappropriate touching, pinching, jostling, breaking or taking property)

**Verbal** bullying (name calling, put downs, ridiculing, make racist, sexist or homophobic jokes, remarks or teasing, making cruel remarks excessive criticism/sarcasm)

**Indirect** bullying (rumours, exclusion from a group, shunning, invading privacy)

**Cyber** bullying (sending nasty phone calls, text messages, or emails/chat rooms – linked to ICT Acceptable Use policy)

Some bullying is done because a student is deemed to belong to a certain group. This has been labelled 'prejudice based bullying' and includes homophobic bullying, racist bullying, sexual or gender bullying and bullying of students with learning or other disabilities. (See Equality Policy)

### **STRATEGIES FOR PREVENTING BULLYING**

#### **Whole School Approach**

- Issues surrounding friendships and bullying behaviour are taught through the PSHE Curriculum and Philosophy for Children. Students are taught to explore the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict.
- Whole School and Upper/Lower Junior Assemblies are also used to discuss bullying and raise children's awareness of what bullying looks like and how they can respond.
- Circle Time provides an opportunity for a more detailed discussion and role play activities to explore the nature of bullying.
- Worries and Wonders bags are available in all classrooms for children to communicate with their teacher
- School Council are there to discuss any issues relating to bullying and to allow children to discuss ways of preventing it and supporting those who are bullied
- Peer mediators aim to enable students to resolve friendship problems and low level bullying behaviour without intervention
- Positive Play leaders are there to reduce potential conflict during lunchtime
- The School Rights and Responsibilities are displayed across the school, including in every classroom, and are adhered to. All staff monitor behaviour and intervene when behaviour becomes inappropriate to prevent bullying developing. Staff on playground or lunch duty should report any such behaviour to class teachers of children involved.
- Open forum for parents/carers to discuss any concerns with teachers.
- 'Power for Good' week (formerly anti-bullying week) where children are taught the difference between being a bystander and an 'upstander' in a school with a zero tolerance approach to bullying. Parents will be informed when this week is take place each year.

## **STRATEGIES FOR RESPONDING TO BULLYING BEHAVIOUR**

Where bullying does occur this will be followed by an immediate and appropriate response, including the use of disciplinary sanctions where necessary (see Behaviour policy).

Early identification is the most effective way of minimising bullying behaviour and the effects of the person being bullied.

We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their or behaviour and explore the underlying reasons for bullying.

Students are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher, TA or another member of support staff
- Speaking to a parent/other adult who then may contact the school
- Speaking to their School Council rep or a Peer Mediator.

### **WHEN BULLYING IS KNOWN TO HAVE HAPPENED OR BE ONGOING**

**Step 1:** The class teacher/other appropriate adult will discuss the incident with the student being bullied. It is important that they are listened to and believed.

**Step 2:** The incident will then be discussed with the student engaging in the bullying.

**Step 3:** Information will be gathered from witnesses to explain what they saw.

**Step 4:** The Headteacher will be informed.

Sanctions that are in line with the school's Behaviour Policy will be used where appropriate. These might include:

- extended detention with Head teacher
- exclusion from the classroom/playground
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Parents of those involved will be informed of any action taken. Records will be kept in the class Behaviour Folder, and where required on SIMS.

Where a student or group of students deny involvement in bullying behaviour the students concerned will be observed and monitored. The student being bullied may be asked to report and record any incidents which cause them concern.

This policy has referred to the person bullying and the person being bullied rather than 'bully' or 'victim' both of which can be defined as negative labelling.

### **RECORDING AND MONITORING BULLYING**

To be able to judge the effectiveness of the anti-bullying policy it is important to monitor the number of bullying incidents and the type of bullying that is occurring. To enable this all incidents of bullying to be recorded in lunchtime blue books and class behaviour folder.

### **REVIEW OF THE POLICY**

This document will be monitored and evaluated regularly and updated to take account of the new Government and local guidance, and the views of the whole school community.

## **Complaints**

The Governing Body has established a formal complaints procedure and this may be used by a parent/carer if necessary.

AM November 2016

Reviewed November 2018