Norwood Green Junior School

Anti-Bullying Policy

Ratified by Governors: Nov 2023

Review Date: Nov 2026

The over-arching aim of this policy is to provide a set of principles to support positive behaviour management in regard to dealing with incidents of bullying and bullying prevention. The policy stems from the Norwood Green Junior School's values, vision and aims which were written in consultation with the pupils, parents and governing body.

Our School's Values (chosen by the pupils, parents, governors and staff):

1) Respect
2) Honesty
3) Determination/Resilience
4) Kindness and inclusiveness
5) Responsibility
6) Friendship

2. Our School's Vision and Aims

Vision:

At NGJS our vision is ambitious: our pupils will be proud of their successes during their time with us and feel a sense of achievement in their lives. They will strive towards setting high standards in all they do, to not readily accept failure and understand that mistakes are part of the lifelong learning process. Our pupils will have an appreciation of the wider world as well as an understanding and empathy for the viewpoints and backgrounds of those within our diverse community. Success is achieved through establishing positive relationships, developed team working skills, high levels of respect and active inclusion. Developing high levels of confidence and increasing pupils' independence of thought and action is important to us: we wish our pupils to have the skills to make reasoned choices, both in terms of personal development and in terms of learning. At NGJS, above all, we will provide our pupils with the skills, aptitude and knowledge to become confident, successful, independent young people, ready to meet any challenges ahead.

Aims:

In order to achieve this vision, we aim to:

- Achieve high levels of literacy and numeracy
- Develop core skills through a rich curriculum
- Celebrate widely the range of successes of our pupils
- Positively promote and teach the values of our school
- Enable opportunities for independence, both in terms of the formal and wider curriculum
- Ensure pupils are safe and cared for, taking account of their emotional, physical and social needs
- Encourage self-confidence and self-belief, developing a positive attitude of self-worth
- Achieve good standards of communication
- Promote positive behaviour to support learning and social responsibility
- Ensure positive partnerships between school and home support pupils in their learning and personal needs
- Employ high quality staff, who are or have the potential to be outstanding in their support of pupils' learning and personal development

Aims of this Policy

1. To prevent and reduce bullying
2. To ensure a safe and happy environment for all
3. To promote self-esteem and self-discipline
4. To foster caring attitudes and mutual respect
5. To ensure a fair, consistent approach to dealing with incidents of bullying
6. Links to other policies: Behaviour policy, Safeguarding and ICT

Definition of Bullying

Bullying is the persistent intentional harming of another person within an unequal power relationship. For a more child-friendly definition we can explain it as 'lots of times on purpose when someone can't defend themselves'.

- There is a deliberate intention to hurt or humiliate.
- There is an unequal power balance that makes it hard for the victim to defend themselves.
- It is usually persistent or systematic
- Bullying can take different forms; physical, verbal, indirect, through the influence of others and cyber bullying.
- Bullying can be related to race, religion or culture, SEN or disabilities, home circumstances and sexual orientation.

Bullying can take place between children and adults. It can happen in the workplace between colleagues or between teachers and parents.

Reporting and Recording of Incidents

Pupils can report incidents of bullying through talking to or leaving a written note for either their class teacher, special adult or any member of the school staff.

Pupils write to an adult of their choice who works in the school. The adult writes back and the pupil is able to go to this adult if they have a problem they need help with. This system is called 'Special Adult'.

Parents are encouraged to report incidents of bullying to their child's class teacher.

Incidents of bullying are recorded on the online school tracking system (CPOMs) under the tab 'bullying'. When incidents occur, they are discussed at weekly Pupils Causing Concern meetings which involve SLT, the SENCO and the Pastoral Lead. If there are persistent problems the Senior Leadership Team will become involved and all staff will be made aware through whole staff meetings. This will enable all staff to be able to support with monitoring and preventative strategies.

Prevention of Bullying

Bullying prevention enables successful learning and the development of respectful human beings.

A positive and inclusive culture is nurtured through the school's kind and respectful ethos which runs through all aspects of the school day. This creates a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination. This safe culture is underpinned by the teaching of the schools' values (see above). These values are taught in class, through assemblies and through posters displayed around the school. Class charters with these values are on display in every classroom and also contain pupil's rights and responsibilities from the UNICEF Rights of a Child. These rights and responsibilities are revised regularly with pupils.

Pupils' self-esteem is raised through the celebrating of success. One way this is achieved is through 'Friday Celebration'. 'Friday Celebration' is a weekly lesson which involves pupils' celebrating each other's' achievements. It is designed to celebrate pupils' efforts to help the school and each other and also to recognise personnel achievements from all fields of life.

Pupils develop social skills such as assertiveness and emotional intelligence skills, such as empathy, through both discreet and indiscreet PSHE. PSHE is taught through the published 'Jigsaw' resource. Jigsaw PSHE brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme

A pupil's moral compass is further developed in terms of kindness and tolerance toward differences, through assemblies, circle times and class lessons.

Every other year, Anti-Bullying week is combined with Learning to Respect (an initiative to prevent domestic violence through education). Teachers are aware that there is an average of 3-5 cases of domestic violence in the families of children in each class and that they need to treat this subject with the utmost sensitivity. Lessons about domestic violence are taught. There are specific lessons on cyber bullying, aggression, positive relationships, manners and gender equality.

In lessons, teachers remind pupils that the majority of boys who witness domestic violence as children do not grow up to become perpetrators. Pupils are reminded in relationships education that we all have choices about how we behave. Staff are also regularly (annually) reminded about disclosure and child protection procedures e.g. immediately notify child protection officer (Head teacher, in absence of deputy head teacher), do not ask leading questions, do not tell the pupil that what they are being told by them can be kept a secret that they may need to share it with someone (see Child Protection Policy).

Anti-bullying awareness is regularly raised. In every term the issue is addressed through one or more of these forums; assemblies, parent information meetings, anti-bullying week, PSHE and circle time lessons.

The school's behaviour policy ensures that small behaviour problems are identified by class teachers, lunchtime staff and are routinely dealt with by the head teacher and deputy head teachers. This high level of intervention along with the tracking of incidents and support work with reoffending pupils ensures that the school environment is a safe working space in which bullying is less likely to occur.

The school recognizes that bullying can occur more regularly when children are less closely supervised and have greater autonomy e.g. in the playground more than the classroom. Children can be potentially vulnerable on school residential trips and the school implements strategies to decrease the possibility of bullying on such trips following 'Residential Trips Anti-Bullying Guidance' (see appendix 3).

The school adheres to the Equality Act 2010 'Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.' The school continues to deliver education regarding sexual orientation as it has done for many years. In practise this means to do so in a way which adheres to the equalities act, the school's approach to instilling the value of 'respect', 'kindness' and 'inclusiveness' and ensuring Norwood Green pupils experience broadly in-line with other children nationally, whilst doing so in a way which is sensitive to the spectrum of values and beliefs of different parents.

Protected characteristics:	Examples of how the school fosters good relations/promotes respect for diversity
sex	Learning to Respect lessons include anti-domestic violence, female equality lessons, White Ribbon Campaign anti-domestic violence issue raising with parents, International Women's Day lessons
race	Black History Month Lessons, lessons on minority ethnic role model historical and contemporary figures
disability	Deaf Awareness lessons
religion or belief	Four year cycle of religious celebration assemblies (6 world major religions) Jigsaw published RE scheme faiths building understanding and respect for different faiths
sexual orientation	If homophobic language is used by children, it is tackled. Jigsaw Published PSHE Scheme teaches different family model including same sex relationships
gender reassignment	Currently not taught but if discrimination occurs to be challenged by staff and policy reviewed.
pregnancy or maternity	Not age appropriate

Responding to Incidence of Bullying

Eliminate unlawful discrimination, harassment, victimisation - Equality Act 2010

Norwood Green Junior School endorse and uphold the Equality Act 2010 (See appendix 1) and the guidance document for head teachers staff and governing bodies issued by the Department of Education 'Preventing and Tackling Bullying' (see appendix 2).

Staff investigate all reported incidents, including the context and the roles of the people involved. They gather information to access all angles of the situation, including interviews with victims, perpetrators and witnesses. A record is kept on the school's online tracking software (CPOMs). Filters are used to check on historical cases of bullying, when required.

A member of the Senior Leadership Team is involved in dealing with incidents of bullying.

Parents of both the perpetrator and victim are involved.

Following warnings, if bullying persists, sanctions will be included as part of the response (see behaviour policy).

The victim will be supported in terms of protection, self esteem and relationship building with other peers and when deemed appropriate also with the perpetrator.

The perpetrator will be supported to change their behaviour in line with the pupils' code of conduct (see Behaviour Policy) developing greater kindness, empathy, respect and manners. Pupils are made aware of their rights and responsibilities and may be given targets/strategies as part of a 'solution-based' action plan.

The relationship between the victim and the perpetrator will be tracked and recorded if necessary. Positive behaviour management strategies will be used in line with the school's behaviour policy, to develop a more respectful and positive relationship. Rewards, redirection and further preventative methods may be used.

Subsequent work may be undertaken with a friendship group, a whole class or a year group to challenge prejudice-driven bullying and/or nurture more respectful relationships.

Monitoring and Review

The school's main medium for monitoring bullying is the use of teacher's ongoing record of low level behaviour problems. These get reviewed and offending pupils are spoken to on a weekly basis by the leadership team. Behaviour data from these files is analysed every six weeks. This acts as a deterrent and a way of ensuring that no bullying goes undetected.

Pupil surveys, which take place annually before anti-bullying week, help to determine the nature of anti-bullying prevention work e.g. indications that pupils feel that cyber-bullying is a potential threat has led to lessons taught on cyber-bullying. The school policy is amended every two years using data from this survey. Parent surveys regarding pupils' feelings of happiness and sense of own safety, happen each term (three times a year).

Celebrations of surveys and awards such as the 'BIG' award are celebrated in staff meetings, pupil assemblies and to parents via the school newsletter and website.

Roles and Responsibilities

Jon Makepeace - Deputy Headteacher is responsible for bullying prevention education.

All staff are responsible for actively addressing bullying and recording incidents. The Senior Leadership Team are responsible for tracking incidents and supporting teaching staff when dealing with bullying.

Full Participation

A simplified pupil version of the policy is visible in each classroom and is taught at the beginning of each academic year.

This policy has been modified and ratified by the governing body, including representatives from the parent body.

This policy is available to the public on the school website.

Appendices

1. Summary of Equality Act 2010

2. Summary of Department of Education ‘Preventing and Tackling Bullying’ (see Appendix 2)

3. Residential Trips Anti-Bullying Guidance

Appendix 1

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

- Foster good relations between people who share a protected characteristic and people who do not share it.

Appendix 2

Summary of Department of Education guidance document Preventing and Tackling Bullying

Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home;

- **involve pupils**. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;

- **regularly evaluate** and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;

- **implement disciplinary sanctions.** The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;

- **openly discuss differences between people that could motivate bullying**, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable;

- **use specific organisations or resources for help with particular problems.** Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying;

- **provide effective staff training.** Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with Special Educational Needs and/or disability (SEND) and Lesbian, Gay, Bisexual and Transgender (LGB&T) pupils;

- **work with the wider community** such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school;

- **make it easy for pupils to report bullying** so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying;

- **create an inclusive environment.** Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination; and

- **celebrate success.** Celebrating success is an important way of creating a positive

Appendix 3

Residential Trips Anti-Bullying Guidance

Introduction

Norwood Green is committed to the prevention of bullying. Bullying prevention enables successful learning and the development of respectful human beings. We aim to eradicate bullying through the engendering of a positive school ethos, in which kindness and respect run through all aspects of school life.

However, even in a school like ours, incidents do happen from time to time and we need robust procedures whereby children understand what bullying is and feel empowered and confident to report bullying when it happens. In Norwood Green, we define bullying as the persistent intentional harming of another person within an unequal power relationship. For a more child-friendly definition we can explain it as 'lots of times, on purpose, when someone can't defend themselves'.

On school journeys, particularly on our residential trip in Year 6, we are aware that circumstances are different and our children's reactions will be different. For most of our pupils, the Year 6 school journey will be their first time away from home and they will be experiencing all kinds of confusing feelings and emotions. This means we need to take special care to make sure that the environment on the trip is as safe and happy as the environment at school while at the same time, making sure that the Year 6 journey fulfils its educational purpose, to help our pupils learn independence and resilience before they start Secondary school.

Before The Trip

As part of the briefing process before the trip, all children will be reminded that:

- Bullying will no more be tolerated on the school journey than it would be at school.
- Incidences of bullying or other unacceptable behaviour will be treated in exactly the same way as they would be in school, including letters home to parents, missed playtimes and other appropriate sanctions and recording in the behaviour log.
- They will be mixing with children they wouldn't necessarily mix with at school and that they need to make sure that their behaviour and games are inclusive of all their room-mates.

During The Trip

- In the same way as in our classrooms are, a communal area in each accommodation building will be provided with a "worry box" whereby children can raise concerns about behaviour, homesickness and other issues anonymously and discreetly.
- Each bedroom will be visited by staff on a regular basis throughout the journey and staff will use these visits to make sure that children are getting along, playing nicely together and equitably sharing their tidying and other duties, including speaking to pupils individually when appropriate.
- If deemed necessary, staff will move pupils between rooms.
- Staff should use the PGL activities to model co-operation, teamwork and inclusive play and to monitor relationships between members of their groups. Staff should

remain vigilant and share information between group leaders as necessary when concerned.

On The Return

- Pupils should be encouraged to complete evaluation forms at the end of the journey, and reflect critically on their experiences and their learning, which will hopefully also allow us to pick up on any behaviour issues we have missed during the week.
- We will also seek feedback from parents about their child's experience and development on the journey.