Norwood Green Junior School

Anti-Bullying Policy

Children's Version

Our School's Values:

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

Our Vision at Norwood Green Junior School

At our school, we want you to do your very best and aim high. We help you to be happy, healthy, and confident, while also teaching you to be kind and responsible.

Our Goals (School Aims)

1. **Achieve Success and Aim High:** We help you try your best in both learning and in being a good person. We call this being 'Successful Learners.'
2. **Be Happy and Healthy:** We teach you how to be happy and stay healthy. We want you to be 'Healthy Advocates,' which means you know how to take care of yourself.
3. **Build Confidence:** We help you believe in yourself so you can feel strong and sure about what you can do. This is what makes you 'Confident Communicators.'
4. **Know Your Rights:** We teach you about your rights and what you should do to be a good citizen. This is being 'Worldly Wise.'
5. **Be Kind and Responsible:** We encourage you to always be kind and take responsibility for your actions.

Remember, at Norwood Green Junior School, we are here to help you be the best you can be!

Aims of the Policy are the 'School Rules'

To show respect for the right for others to learn.

Article 28: I have the right to a good quality education

To show respect for the right for others to not be hurt or treated badly.

Article 19: I have the right to be protected from being hurt or badly treated

Definition of Bullying

Bullying is harming someone again and again on purpose when one person has more power. 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.
- Bullying can take different forms; physical, verbal, indirect, through the influence of others and cyber bullying.

Bullying can take place between children and adults. It can happen in the workplace between adults 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 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 get recorded and tracked on the school computers on a program called CPOMs. CPOMs is regularly checked by the Senior Leadership Team and Mr Hutchinson. If the bullying doesn't stop the Senior Leadership Team will use the 'Hierarchy of Sanctions' and meet with parents to make sure that the bullying stops. They will check regularly on the victim.

Prevention of Bullying

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

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A happy 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 school where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination. The school's 'values' and 'Rights of the child' make the school safe (see above). These values are taught in class, through assemblies and through posters displayed around the school. Class charters with these values and rights on are displayed in every classroom.

Pupils' self-esteem is raised through the celebrating of success. We regularly share work in assembly and to parents. 'Friday Celebration' is a weekly lesson which involves pupils' celebrating each other's' achievements.

We think about who has been kind when we write a letter to Mrs Sehgal asking for them to get a 'Diamond Award'. This encourages us to be kind to others and value those who are.

Pupils develop social skills such as assertiveness and emotional intelligence skills, such as empathy, through PSHE (Personal, Social and Health Education). We play games in class to help us to bond and cooperate together. We are taught about NGJS behaviours and Diamond Behaviours.

We have Privilage Time to reward us for being kind.

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

Year 6 playground leaders are trained in bullying awareness so that they can encourage respectful relationships at lunchtimes.

Every year the school has an 'Wider Curriculum week' about bullying and healthy relationships between children. In Year 6 we also learn about healthy relationships between adults. There are specific lessons on cyber bullying, aggression, positive relationships, manners and gender equality. Pupils are reminded in relationships education that we all have choices about how we behave.

Anti-bullying awareness is regularly raised. Every term bullying is talked about in; assemblies, parent information meetings, anti-bullying week, and PSHE lessons.

The school's behaviour policy makes sure that small behaviour problems are identified by class teachers,
lunchtime staff and are dealt with. There is a clear behaviour policy with a hierachy of sanctions. This ensures that the school is a safe working space in which bullying is less likely to occur.

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 in pupils' files and the school behaviour file 'bullying section'.

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 hierachy of sanctions).

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 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.

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 schools medium for monitoring bullying is CPOMs. Incidents of bullying get reviewed regulaly by the Leadership Team and Mr Hutchinson. Offending pupils and victims are spoken to on a weekly basis by the leadership team. This acts as a deterrent and a way of ensuring that no bullying goes undetected.

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 has been modified by each class.

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)**

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 culture.