

John Ruskin Primary School and Language Classes

Anti-bullying Policy

Co-ordinator: Hannah Cane

Last review: Sept 2023

Next review: 2026



"Be responsible, be fair, stay positive and care"

John Ruskin Primary School and Language Classes
Anti-bullying Policy 2023

Coordinator: Hannah Cane
Date reviewed: 2023

This policy has been written by the PSHE coordinator in consultation with JRS Council, Parents, Staff and Governors. It is reviewed and updated every three years.

Rationale

At John Ruskin School, we are working with staff, pupils, governors and parents/carers to maintain a school community where bullying is not tolerated.

We:

- Discuss, monitor and review our anti-bullying policy on a regular basis
- Support staff to identify and tackle bullying appropriately
- Ensure that pupils are aware that bullying concerns will be dealt sensitively and effectively.
- Report back quickly to parents/carers regarding their concern about bullying.
- Seek to learn from anti-bullying good practice elsewhere and utilize the support of external agencies when appropriate.

John Ruskin School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

For this reason we endeavour to:

- Ensure that discipline is excellent throughout the school and all staff is aware of policies and procedures.
- Ensure that teachers and other adults responsible for supervising pupils in all areas of the school carry out their duties effectively and are available to pupils.
- Ensure that all members of our school community treat one another with respect and value our Equal Opportunities Policy.
- Promote learning about rights and responsibility so that it is clear that bullying is a form of anti-social behaviour.
- Develop an effective School Council so that pupils are able to address issues affecting pupil welfare.
- Make all members of our school community, including parents and carers, fully aware that bullying complaints will be dealt with firmly, fairly and promptly.

Bullying affects everyone, not just the bullies and the victims. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out.

What is bullying?

Bullying behaviour is defined as deliberately hurtful behaviour, repeated and persistent over a period of time where it is difficult for the victim to defend themselves.

Types of bullying

- Bullying relating to race, religion or culture
- Bullying related to SEN and disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children, or otherwise linked to home circumstances
- Sexist or sexual bullying
- Cyber-bullying

Types of bullying behaviour

- Verbal bullying that is deliberately intended to hurt, intimidate, frighten, harm, or exclude
- Social bullying: lying and spreading rumours, negative facial or physical gestures, playing nasty jokes, mimicking and encouraging others to social exclude someone
- Physical bullying includes:
 - a direct physical attack on a person
 - an indirect physical attack on property or belongings
- Cyber bullying: intentional and repeated harm inflicted through the use of computers and smartphones emails, text messages, chat rooms, personal websites and other online platforms

What can you do if you are being bullied?

Silence is the bully's greatest weapon.

- Tell yourself that you do not deserve being bullied, and that it is **WRONG**.
- Be proud of who you are. It is good to be an individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with group of friends. There is safety in numbers.
- Be assertive. Say "NO!". Walk confidently away. Go straight to a teacher or a member of staff.
- Fighting back will make things worse.
- Tell an adult you trust, you will get immediate support.

Teachers will take pupil's concern seriously and will investigate any reported episode.

If you know someone is being bullied

- TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own. Encourage the victim to tell an adult.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into difficulties.
- Do not be, or pretend to be, friends with a bully.

Advice to parents and carers

- Look for unusual behaviour in your child (they may suddenly not want to attend school, feel ill frequently, fail to complete their work to normal standard).
- Always take an active role in your child's education.
- If you feel that your child is being bullied, inform the school immediately. Appropriate action will be taken.
- Do not advise your child to fight back.
- Cooperate with us to make sure your child is fully aware of the school policy and that they must not feel afraid to ask for help.

School staff will:

- Work together with the school community in order to minimise opportunities for bullying (e.g. provide increased supervision and regular training)
- Use opportunities to discuss aspects of bullying (PSHE, assemblies, circle time, P4C, role-play, drama, SEAL, Anti bullying week)
- Deal quickly, firmly and fairly with any complaints, involving parents/carers where necessary.
- Review the school policy and its success.
- Continue to promote discipline and our Core Values throughout the school.
- Treat bullying as a serious offence and take every possible action to eradicate it from our school.

Governors will:

- The Governing body supports the Headteacher in all attempts to eliminate bullying from our school.
- The Governing body will not condone any bullying at our school and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.
- The Governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The Governors require the

Headteacher to keep accurate records of all incidents of bullying and to report to the Governors annually about the effectiveness of the school anti bullying strategies.

- A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of Governors to look into the matter. The Governing body responds within 14 days to any request from any parent/carer. In all cases, the Governing body notifies the Headteacher and asks her to conduct an investigation into the case and to report back to the parent/carer and a representative of the Governing body.

Role of the Headteacher

- It is the responsibility of the Headteacher to implement the school anti bullying policy and to ensure that all staff (teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Headteacher reports to the Governing body about the effectiveness of the anti bullying policy on request.
- The Headteacher ensures that all children understand that bullying is wrong, and that it is unacceptable behaviour in this school.
- The Headteacher ensures that all staff, including temporary staff, receive sufficient training and information to be equipped to identify and deal with all incidents of bullying.
- The Headteacher ensure that all children feel equally important and belong to a safe and welcoming school.

Role of teachers and support staff

- All the staff at our school take all forms of bullying seriously and actively seek to prevent it from taking place.
- Teachers and support staff will inform a member of the leadership team of any incident. If any staff witnesses an act of bullying they will refer it to the Headteacher. Teachers and support staff will support the child who is being bullied according to the existing systems in school (eg report daily to member of the LT, access to the Chat Zone/counselling sessions).
- Teachers and support staff will support to implement any help agreed for the child who has done the bullying as well as implement the agreed sanction.
- Teachers use a range of methods/strategies to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play stories within the normal curriculum to help the children understand the feelings of bullied children.

The role of parents

- Parents/carers who are concerned that their child may be being bullied or who suspect may be the perpetrator of bullying should contact the class teacher immediately. If they are not satisfied with the response, they should

contact the Headteacher. If they remain dissatisfied they should follow the school's complaint procedure.

- Parents/Carers have the responsibility to support the school's anti bullying policy, actively encouraging their child to be a positive role model of the school.

Role of the pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied or if they witness bullying behaviour; and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell their views about a range of school issues including bullying, in the annual pupil questionnaire and via School Council representatives.
- Our School Council discusses behaviour and bullying on a regular basis.

Procedures and recording

Recording incidents is vital as it allows school staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of a number of incidents which are serious for the individual child.

All reported incidents will be investigated immediately by the member of staff who has been approached or witnessed the incident.

- Listen to the child reporting the incident and make sure that they feel that their concerns are being taken seriously.
- Incidents that are regarded as bullying to be recorded in the Incident Log within 14 days from the incident.
- Check through to establish if there are any previous incidents involving the same children.
- If the incident is minor and it does not merit a referral, staff will ensure it is dealt with effectively and in line with the school Behaviour Policy.
- The Headteacher or any member of LT will carry out a thorough investigation of the incident involving all parties and recorded in writing.
- After the investigation has taken place, a decision will be made as to whether a case of persistent bullying has taken place.
- Parents/carers of the perpetrator will be invited to discuss the situation with the Headteacher.
- Parents/carers of the bullied child must be kept informed of the whole process and it is vital that they feel satisfied with the way the incident has been dealt with.

When the Headteacher is satisfied that measures put in place to resolve any bullying have been successful, an evaluation will be completed to gather the school, pupil and parent/carer voice.

Support

Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff.
- Reassuring the pupil.
- Offering continuous support.
- Support to restore self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Investigate why the pupil got involved.
- Establishing the wrong doing and the need to change
- Co-operate with parents/carers to help change the attitude of the pupil.

Adult bullying

From time to time adults behave inappropriately towards each other. If any parent/carer/school staff members feels that they are treated inappropriately within their school community, they must report this to the Headteacher immediately.

Parents confronting other parents in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we can intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

Monitor and review

- This policy is monitored regularly by the Headteacher, who reports to Governors on request about the effectiveness of the policy.
- The anti bullying policy is the Governors' responsibility and they review its effectiveness annually. They analyse information patterns of people, places or groups. They look out particularly for racist bullying or bullying directed at children with disabilities or special educational needs.
- This policy will be reviewed every three years or earlier if necessary.

<http://www.antibullying.net/>

<http://www.antibullying.net/youngpeople.htm>

<http://www.anti-bullyingalliance.org.uk/>

<http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>

<http://www.kidscape.org.uk/cyberbullying/>

<http://www.safe.met.police.uk/>

<http://www.london.gov.uk/young-london/kids/index.jsp>

Appendixes:

- Incident Referral Form
- Bullying Allegation Form

John Ruskin Primary School and Language Classes

Incident Report Sheet

Part 1

Incident Report Number		Date	
Time		Location	
Staff Present			
What happened (liaison person's report)			
Pupil's comment			
Parents' comment			
Action Agreed	Arrange Meeting	File	Date

Fill in Part 2 if further action needed

John Ruskin Primary School and Language Classes

Incident Report Sheet

Part 2					How many times have they....	
	Name/s, age, gender		Class	bullied others before?	been bullied before?	
Name of who is experiencing bullying behaviour						
Looked After Child	Yes	No	Ethnicity			
Name of who is engaging in bullying behaviour						
Looked After Child	Yes	No	Ethnicity			
Reported by:			Reported to:			
			Date:			
Incident investigated by:			Date:			
Details of incident by those experiencing bullying behaviour:						
Details of incident by those engaging in bullying behaviour:						
Action:						
Review date:						
Monitoring:						
Physical	Verbal	Indirect	Cyber	Racial	Homophobic	Sexual
Appearance	Disability	Other				

John Ruskin Primary School and Language Classes

Home School Meeting

Date	Time		
Location	Present		
Agreed at meeting			
Actions to be taken			
Review date	Yes	No	
Continue monitoring	Yes	No	

**John Ruskin School and Language Classes- Equality Impact
Assessment Form**
(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

Section 1 - General Information

1. Title of the policy or practice being assessed:

Anti – bullying policy

2. Aim(s) of the policy or practice being assessed:

To teach children about the different types of bullying and give them strategies to help them deal with it.

3. Type of policy or practice being assessed:

☒

Existing

☐

Proposed

4. Department and/or name of person responsible for the policy or practice:

Hannah Cane

5. Which members of our school community are affected/likely to be affected by the policy or practice?

☒

Pupils

☒

Staff

☒

Parents and carers

☒

Governors

☐

School volunteers

☐

Visitors to the school

☒

Wider school community

☐

Other – (please list) _____


☐

Not relevant to members of our school community ⇒ **Process Ends** ⇒
equality impact assessment not required

Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:



- ☐ Performance indicators or targets
- ☒ People profiles – eg pupils, staff, governors, visitors, wider school community
- ☐ User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- ☐ Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- ☒ Collating complaints and compliments
- ☒ Other – (please list). Monitoring planning, lessons and sessions by outside agencies.
- ☐ None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:


- ☒ children or people from different ethnic backgrounds
- ☒ disabled children or people
- ☒ boys or girls, men or women, people who identify as transgender
- ☒ people of different ages
- ☒ children or people with different religions or belief
- ☒ children or people who are heterosexual, gay or lesbian
- ☐ None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

☒ Yes ☐ No  ☐ Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

☒ No – Go to Section 3

☐ No – insufficient evidence to make a judgement–  Go to Section 3

☐ Yes  - these being:

☐ children or people from different ethnic backgrounds

☐ disabled children or people

☐ boys or girls, men or women, people who identify as transgender

☐ people of different ages

☐ children or people with different religions or belief


☐ children or people who are heterosexual, gay, lesbian or bisexual


Give detail of evidence and/or reasons why:

Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

☒ No

☐ Yes 

☐ Not sure 

Please describe any potential issues here:

Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

☒ There are no red flags or issues identified. No further action is required.
Go to Section 7 - Completion

☐ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.
Or we have identified an objective, lawful reason to justify the issue(s).
Go to Section 5 - Improvement Actions

☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.
Go to Section 6 - Additional evidence gathering.

Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, (www.dcsf.gov.uk) or Equalities and Human Rights Commission (www.equalityhumanrights.com)
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

Summary of evidence gathered, including any consultation:
The conclusions and agreed actions:

Section 7 - Completion

Name and job title:	Hannah Cane – PSHE coordinator
Names and titles of any other people who assisted with this assessment:	
Date:	Sept 2023
Date of next review:	Dec 2026
When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.	

