



Anti-Bullying Policy Warwick Junior School	
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Warwick Junior School - Anti-Bullying Policy

1. Statement of Intent

- 1.1. In accordance with the aims of Warwick School and its Behavioural Policy, the basis of pastoral care at Warwick School is that every student's wellbeing is of paramount importance. We are committed to creating a school community where every individual is valued and can learn and develop in a secure and caring atmosphere.
- 1.2. Our Code of Conduct, which is found in the Prep Diary, states; *We expect all boys to treat each other kindly and with respect.*
- 1.3. Warwick Junior School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied and we take bullying and its impact seriously.
- 1.4. If bullying does occur, all pupils should be able to report it confidently and know that incidents will be dealt with promptly and effectively. Anyone who knows that unkind behaviour is happening, is encouraged to be an upstander and report it.

2.0 What is bullying?

- 2.1 We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.
- 2.2 At Warwick Junior School, we use the Diana Award definition of bullying which is:
- 2.3 Bullying behaviour is **repeated negative** behaviour that is **intended** to make someone feel **hurt, upset, uncomfortable or unsafe**.

3.0 Why is it important to respond to bullying?

- 3.1 There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on a pupil's wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

3.2 Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

3.2.1 In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

3.2.2 Protected Characteristics

The following protected characteristics are /could be relevant to pupils within WJS

- [disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sexual orientation

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic

groups or faiths, young carers, LGBT pupils and those perceived to be LGBT. Our PSHEE curriculum has a focus on 'Celebrating Differences' and this teaching forms an integral part of our anti-bullying strategy.

4.0 Types of bullying behaviour

4.1 Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online (including cyberbullying) – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender

5.0 Signs and Symptoms

5.1 A pupil may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened or unwilling to come to school
- doesn't want to go on the school bus
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- has possessions which are damaged or "go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong

5.2 These signs and behaviours could indicate many other problems, but bullying should be considered a possibility.

6.0 Preventing Bullying – Our Strategy

6.1 We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying, we will work together to deal with the situation and to learn from what has happened.

6.2 In our school we do this by:

- General Strategies
 - Having a proactive PSHEE curriculum that celebrates differences and develops an understanding of rights and responsibilities
 - Ensuring that the Computing and PSHEE curriculum focuses on e-safety, including respectful online behaviour and cyberbullying

- Building a positive ethos based on respecting and celebrating all types of difference in our school. Diversity is valued and everyone is included in our school.
 - Using assemblies, PSHEE lessons and Form time to ensure that pupils understand the differences between relational conflict and bullying.
 - Using assemblies, PSHEE lessons and Form time to ensure that SMSC values are regularly visited and revisited over the year
 - Having a child friendly Behaviour Code, which can be found in the Prep Dairy and is referred to regularly
 - Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
 - Focused work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups
 - Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.
 - Participating in the Diana Award Anti-bullying Ambassador scheme.
 - Ensuring appropriate supervision during break times.
- Focused strategies
 - Having an anonymous reporting system 'Worry Boxes' in each classroom that pupils are encouraged to use if they are concerned.
 - Providing assurances to a child that concerns have been listened to and action will be taken.
 - Thinking about any safeguarding concern and report concerns to Heads of Year and the Designated Safeguarding Lead.
 - Securing the safety of the target of bullying. Take actions to stop the bullying from happening again.
 - Considering who else is involved and what roles they have taken.
 - Sending clear message that the bullying must stop.
 - Working with both parties to find solutions. Identify the most effective way of preventing re- occurrence and any consequences.
 - Whole school learning - reflection on what we have learnt.
 - Recording instances of bullying or alleged bullying, and monitor for trends and patterns, particular involving any protected characteristics.
 - Reviews of any new bullying /alleged bullying incidents are discussed at the weekly Pastoral Committee Meetings and action points decided and/or reviewed
 - Cases of bullying or alleged bullying are logged by the Deputy Head and formally reviewed once a term by the Senior Management Team. The results of any such review is also reported to the governing board at termly meetings.
 - The bullying log is reviewed termly by the Pastoral Committee and, in liaison with the SMT, appropriate strategic actions may be taken to address any patterns or trends and this would feed into the school development plan.
 - Reflecting and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.

7.0 Reporting bullying

7.1 At WJS, pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. This is regularly reinforced through our Protective Behaviours curriculum.

7.2 Pupils are encouraged to report bullying to:

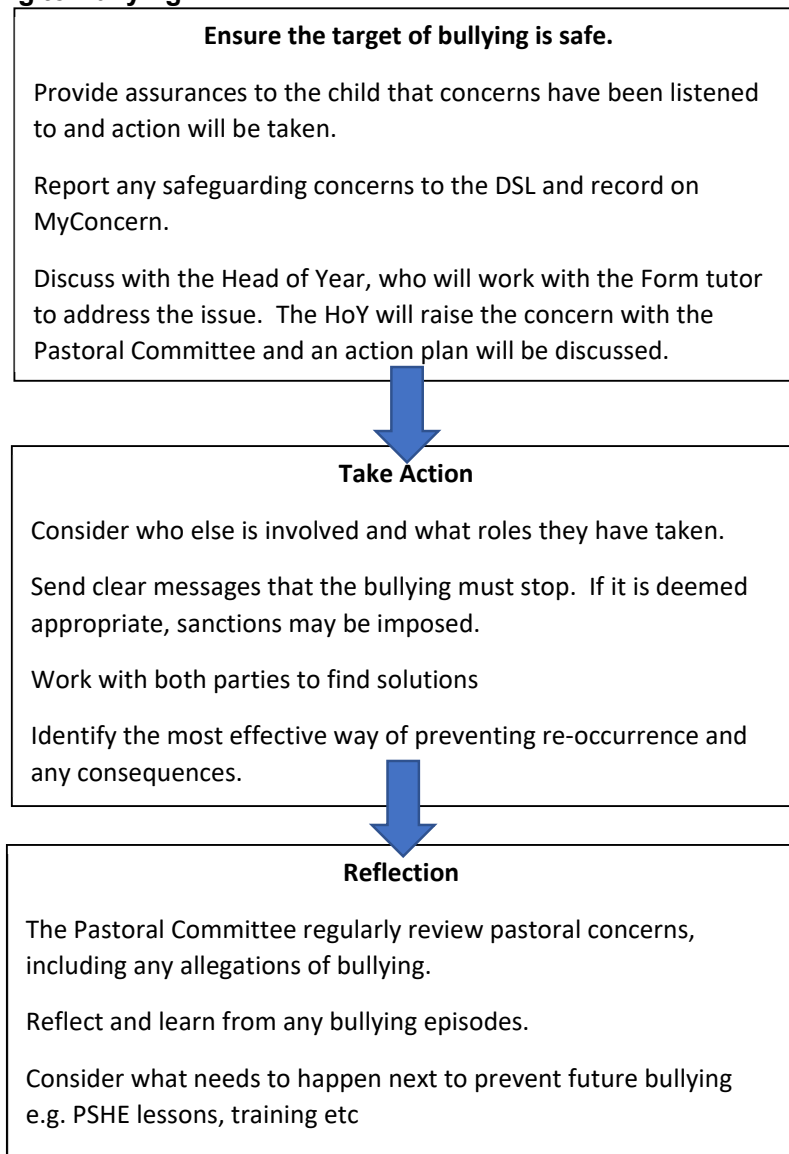
- A trusted adult at home
- Their class teacher/TA/another trusted adult in school
- Using the class 'Worry Box' if they do not feel confident speaking to an adult.

7.3 In our PSHEE unit of work on 'Protective Behaviours', children are taught that it is also important to talk to a trusted adult if bullying is taking place outside of school.

7.4 Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class form tutor.

7.5 When pupils report their concerns, our staff are expected to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

8.0 Responding to Bullying



8.1 Recording and Monitoring

The following procedures should be followed with respect to recording and monitoring any bullying / alleged bullying incidents.

- Member of staff alerted to the incident records details on MyConcern
- Member of staff alerted to the incident reports concern to Head of Year.
- Head of Year raises the concern in Pastoral Committee Meeting (along with sharing any action already taken)
- Deputy Head records incident and actions on Bullying Log
- Form tutor / HoY update MyConcern regularly with action take and outcomes
- Weekly review at Pastoral Committee until satisfied that the matter has been resolved
- Termly review of bullying log by Pastoral Committee which is then feed into SLT and appropriate strategic actions may be taken to address any patterns or trends
- School Development Plan updated as necessary

9.0 Procedures for parents:

- If a parent has any concerns about their child, they should speak to the class teacher immediately.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Deputy Head.
- The school will work with both the child and the parents to ensure that any bullying is stopped, and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all pupils involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately, they should follow the school's complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

10.0 Staff

10.1 Staff can also be the target of bullying and if they are unable to find an informal solution, they are encouraged to discuss the issue, preferably with the headmaster, or otherwise their manager or a member of staff of their choice.

10.2 The procedures for raising a concern about the behaviour of another member of staff can be used (see Safeguarding and Child Protection Policy). Issues will be investigated and taken seriously and ongoing support, including from specialist agencies, will be offered.

More information is available from <https://www.gov.uk/workplace-bullying-and-harassment>.

11.0 Linked Policies

11.1 The Antibullying Policy should be read in conjunction with the Behaviour Policy and the Child Protection and Safeguarding Policy.

Appendix 1

There are many ways of classifying bullying and at Warwick we use the Diana Award three-way classification:

Category of bullying

Physical

Examples

Unwanted physical harm such as hitting, kicking, biting, shaking, hair-pulling, tripping up, pushing, spitting, unwanted physical attention or inappropriate touching, sexual gestures or any use of violent or aggressive behaviour (including initiation/hazing type violence and rituals)

Verbal

Name-calling, sexual harassment, comments about sexual reputation or performance, racial taunts or gestures intimidation, using sarcasm, mocking, making subtle comments, pressure to conform and use of derogatory language,

Indirect – a less obvious form that is not always seen or heard first-hand by the target.

Spreading rumours or lying, excluding, hiding, stealing or damaging someone else's property.

Cyber-bullying (bullying that takes place online, such as through social networking sites, messaging apps, gaming sites or associated technology e.g. camera and video facilities) is a form of indirect bullying.

Offensive texts, uploading pictures that could harm a person's reputation or cause upset, sharing damaging information about a person in a public forum, lying, spreading rumours.

More information on cyberbullying including tips on dealing with it can be found at:
<https://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/>

Upskirting, (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) is a specific example of abusive behaviour which can be linked to online bullying. Upskirting is a criminal offence.

Further Sources of Information

The Diana Award: Living legacy to Princess **Diana's** belief that young people have the power to change the world for the better. Website has plenty of advice on bullying for parents and young people.
<https://www.antibullyingpro.com/support>

Childline: specific information for young people about different types of bullying including cyberbullying and racist bullying.
<https://www.childline.org.uk/info-advice/bullying-abuse-safety/>

Bullying UK: part of the 'Family Lives' charity. Comprehensive advice for parents and pupils including coverage of SEND, racist bullying and cyberbullying.
<https://www.bullying.co.uk/>

National Autistic Society: specific guidance for parents about bullying and autism
<https://www.autism.org.uk/advice-and-guidance/topics/bullying/bullying/parents>

Appendix 2

Examples of prejudice-based and discriminatory bullying are included in the table below:

Type of bullying	Definition
Racist bullying	Bullying that is based on prejudice or negative attitudes, beliefs or views about race, ethnicity, religion or culture
Sexist bullying	Bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men or are inferior.
Sexual bullying	Bullying behaviour that has a specific sexual dimension which may be physical, verbal or non-verbal/psychological. It may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation, or using sexual language that is designed to subordinate, humiliate or intimidate.
Homophobic or biphobic bullying (sexual orientation)	Bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people.
Transphobic bullying (gender identity)	Bullying based on prejudice or negative attitudes, views or beliefs about trans people
SEND bullying	Bullying linked to special educational needs or disabilities such as autism
Bullying about physical appearance or health conditions	Bullying linked to appearance or health conditions
Bullying related to home or other personal circumstances	Bullying of young carers, looked-after or previously looked-after children, matters connected to a parent or bullying based on comparative wealth/difference or perceived differences in socio-economic status

Appendix 3

WJS Prep Diary Behaviour Code

Behaviour	
We expect all boys to:	
<ul style="list-style-type: none">• treat each other kindly and with respect• be polite and thoughtful to each other and adults• praise and congratulate their classmates on their efforts and achievements• make their classroom a place of enjoyment and good learning• make the playground a secure, safe environment for all• look after their own, other people's and school property	
Unkind behaviour	
If you feel that you are experiencing unkind behaviour, first of all ask the person to stop.	
If they continue, tell your Form Teacher or the teacher on duty and also your parents.	
If this still continues, ask your parents to come and talk to your Form Tutor.	
Bullying	
Bullying is behaviour by an individual or group, repeated over time, that hurts and upsets a boy either physically or emotionally. Bullying is not only hurtful, but stops pupils from learning.	
Warwick School will not tolerate bullying or unacceptable behaviour of any kind.	
No-one wants to be thought of as a bully. Avoid it by:	
<ul style="list-style-type: none">• listening to someone who has said that you have upset them• make sure that any jokes don't hurt or upset other boys• if you do genuinely do something by accident, make sure that you apologise straightaway	
Bullying can be repeated unkind behaviour, such as:	
<ul style="list-style-type: none">• being unfriendly, excluding, teasing, name-calling• pushing, kicking, hitting, punching or any use of violence• making racial comments• sending unkind messages or images by email, text, social media or in on-line games• interfering with another boy's belongings	
It is everyone's responsibility to ensure that bullying does not happen. If a pupil witnesses or suspects that bullying is happening to another pupil, he has a responsibility to report it.	
When you are talking to an adult about bullying, be clear about:	
<ul style="list-style-type: none">• <i>what</i> has happened• <i>how often</i> it has happened• <i>who</i> was involved• <i>who</i> saw what was happening• <i>where</i> it happened• <i>what</i> you have done about it already	
I agree to abide by these expectations	
Signed:	Date: