



# Kingsway Junior School

*'Developing Confident, Enthusiastic and Happy Learners!'*

# Positive Relationships Policy

(including procedures for Anti-Bullying)

*(Please also refer to the School Behaviour Policy, Child Protection Policy, Equality information and objectives and Online Safety Policy)*

Responsible committee	Full Governing Body
Date Reviewed	Spring 2025
Next Review	Spring 2026
Signed on behalf of the Governing Body	<i>Caroline Loison</i>
Print Name	Caroline Loison

## Dignity Statement

Kingsway Junior School is committed to providing a learning environment where all children are treated with dignity and respect. As stated in the UN Convention on the Rights of the Child, all children are born with dignity, which cannot be taken away, regardless of behaviour, ability, disability, race, economic background, gender, sexuality or beliefs. Duty Bearers' protection of children's rights affords them this dignity and enables them to access education free from barriers.

## **Kingsway Junior School Our Pledge**

**I will believe in myself.  
I will celebrate my successes and my mistakes  
And challenge myself each and every day.**

**I will show respect and kindness to others.  
I will keep to the rules of my school and country. I  
promise to try!**

Bullying of any kind is unacceptable and will not be tolerated at our school. At Kingsway Junior School, it is taken seriously: the safety, welfare and well-being of all pupils and staff is a key priority. We take all allegations of bullying and hurtful incidents seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible.

### **Aims**

To achieve pupil's and parents' understanding of hurtful behaviour and bullying

To clarify the different roles played by pupils, parents, staff, senior leaders and governors

To explain how the school will approach teaching children to manage relationships independently

For all children to increasingly feel safe and happy in school and able to access support when needed

### **Definition of bullying**

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group.

The STOP acronym can be applied to define bullying – **Several Times On Purpose**.

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender [gender identity], sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences." **Preventing and tackling bullying DfE 2017**

- It is **intentionally hurtful** and can take the form of physical, emotional or mental pain;

- It is, or has the potential to be, a **repeated and sustained experience**, rather than an isolated incident;
- It involves an **imbalance of power** between the person being bullied and the person bullying

## **Emotional and indirect bullying is taken as seriously as physical or online bullying**

### **Incidents outside of school**

Hurtful behaviour and bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. The school will support parents with incidents that occur outside of school that impact on relationships or pupil wellbeing in school. Incidents can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Parents can support their children by ensuring they are aware of age restrictions for popular app sites as well as monitoring their child's phone regularly.

Staff, parents and carers, and pupils must be vigilant to hurtful behaviour and bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

### **Prejudice-based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. Under equalities legislation such incidents must include any related to disability, gender, gender identity, race, religion and sexual orientation. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body via the Head teacher's report. This not only ensures that all incidents are dealt with appropriately, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

### **Reporting bullying and hurtful behaviour**

Everyone is vigilant for signs of bullying in our school; we always take reports of bullying incidents seriously. At Kingsway, we are fortunate to have very low number of actual bullying incidents.

The school's approach to reported incidents seeks to protect and empower pupils. As they progress through the school, pupils will be taught skills and approaches to managing friendships and personal relationships. They will be supported to try to resolve incidents themselves in the first instance, supported by staff or friends.

### **Preventing bullying and hurtful behaviour**

#### **We use a range of measures to prevent and tackle bullying including:**

- The PSHE programme of study includes opportunities for pupils to understand different types of hurtful behaviour and bullying and what they can do to respond and prevent bullying including developing resilience and using approaches they have been taught.
- School assemblies help raise pupils' awareness of bullying and derogatory language.

- Difference and diversity are celebrated across the school through theme days, diverse displays, books and images. The whole school participates in events including Anti-Bullying Week.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- 1:1 programmes provide support to children who have experienced hurtful and bullying behaviour and those who are hurtful to others eg protective behaviours or mentoring.
- Pupils are continually involved in developing school-wide anti-bullying initiatives.
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate.

## **Reporting – roles and responsibilities**

### **Pupils**

- Pupils should not take part in any kind of hurtful behaviour or bullying and should watch out for signs of distress or hurtfulness among their peers. This includes online use and being involved with any unkind and hurtful behaviour or bullying through online apps.
- They should never be bystanders to incidents of hurtful behaviour or bullying, but should offer support to try to resolve the problem or to help those involved to tell a trusted adult.
- Pupils should never become drawn into the disputes of others as they may become equally culpable for any hurtful behaviour they have supported.
- Pupils are encouraged through teaching and discussion to make the right choice at all times.

### **Parents and Carers**

- Parents and carers have an important role in actively encouraging their children to be positive members of the school community.
- Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.
- Parents and carers should encourage their child not to retaliate to hurtful or bullying behaviour under any circumstances. Retaliation leads to tit-for-tat behaviour which places both parties in the wrong.
- Parents and carers should encourage their child to report the hurtful or behaviour and access support to resolve the situation.
- Parents are encouraged to regularly talk with their children about online activity and check their children's phones regularly.
- Parents are encouraged to raise their concerns in a confidential conversation at the earliest opportunity with the class teacher.

Parents should raise concerns with the school and not with the parents of the other party involved. While we recognise parents that are friends may wish to resolve incidents informally, they are advised that the school should always be aware of tensions. The best neutral place to resolve these issues is within school. Parents are expected to exercise reasonable confidentiality, in particular to refrain from talking to others.

We ask parents to support the school in encouraging to resolve incidents and move forward rather than referring back to the past once there is resolution.

### **Please refer to the parent leaflet**

#### **Staff**

- All school staff, both teaching and non-teaching (for example midday supervisors and admin) have a duty to respond to pupils' concerns about hurtful behaviour and bullying.
- Where possible pupils should be supported to resolve their own incidents using the skills they have been taught.
- Records should be made of all incidents reported to or witnessed by staff. In addition, all staff must be vigilant to the signs of bullying and play an active role in the school's measures to prevent bullying.
- If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher who knows them best.
- If class teacher intervention has not been able to resolve the issue fully, they may escalate to SLT for further investigation.

#### **Senior Staff**

- The Senior Leadership Team and the Head teacher have overall responsibility for ensuring that this policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.
- The Head teacher ensures that staff receive regular training with all aspects of this policy.

#### **Governors**

- To support the Head teacher and all staff in all attempts to eliminate bullying from our school.
- To understand our definition of bullying.
- To monitor incidents of bullying through information received in the termly Head teacher's report.
- To review the effectiveness of this policy and the strategies used to promote a safe learning environment regularly.
- To ensure the Head teacher keeps accurate records of all incidents of bullying, and reports to the governors on request about the effectiveness of school anti-bullying strategies
- Governors are not able to get involved in individual cases of bullying or hurtful behaviour. Where the school's systems have been exhausted and parents remain dissatisfied with a response to bullying, they should follow the Formal Complaints policy.

### **Monitoring and review**

The Head teacher is responsible for monitoring the day to day effectiveness of this policy. Governors monitor the effectiveness using information provided in reports from the Head teacher. The policy will be reviewed annually alongside the Behaviour policy.