

# **Kingsfold Primary School**

## **Anti-Bullying Policy**

### **1. Introduction: Values and Principles.**

At Kingsfold all staff, parents and children work together to create a happy, caring learning environment. Bullying and any other forms of intimidation will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

All members of our school community will treat others with kindness and respect for each other. All will come to school without fear and will be safe in school. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying. Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

### **2. Aims and Objectives of the Policy**

- To ensure that all feel safe and free from bullying and intimidation.
- To build an ethos where children feel safe, free from threat and intimidation.
- To promote good relationships where all are treated well and where children care for each other.
- To act promptly and effectively at the first sign of bullying.
- To encourage children and parents to report any attempted bullying through 'Open Door Policy'.
- To protect and reassure any victims of bullying.
- To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
- To make this a happy school that is free from bullying.

### **3. Definition of Bullying Behaviour**

The DCSF defines bullying as: "*Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group, either physically or emotionally*".

In line with other services within the CYP Directorate we have agreed to adopt the following definition of bullying behaviour. Bullying usually falls into two categories:

- **emotionally harmful behaviour**, such as taunting, spreading hurtful rumours and excluding people from groups, or cyber bullying
- **physically harmful behaviour**, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

The behaviour constitutes bullying if:

- It is repetitive, wilful or persistent
- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

It is also important to acknowledge that bullying behaviour can and does occur anywhere and everywhere; in schools, within the home and the community.

**Pupil definition:**

- Being teased or called names
- Being hit, kicked or pushed
- Having money or other belongings taken from them
- Being ignored or left out
- Being picked on because of their religion or colour or where they are from

**It is not bullying when:**

- There is no intention to hurt or harm i.e. behaviour is thoughtless or accidental
- There is a one-off fight/argument between pupils of equal stature or strength
- There is a good reason why others cannot be included in a group activity
- A pupil is called a nickname with which they are happy

## **4. To Whom this Policy Applies**

This policy applies to all adults and children at our school and addresses: child to child, adult to child, child to adult and adult to adult bullying behaviour. It is important for staff to remember that they have a responsibility to act under their duty of care.

This policy cannot be seen in isolation and is linked directly to our SEN, E-safety, Child Protection, Race Equality, Behaviour & Discipline Policies.

## **5. Responding to Bullying Behaviour**

All types of bullying behaviour should be challenged by all members of staff within our school. Low level incidents should be responded to immediately to prevent any escalation and to convey the message that bullying behaviour will not be tolerated.

**Procedures for reporting and recording bullying behaviour:**

Parents of the “victim” (if they are unaware) and of those who have allegedly displayed bullying behaviour, will be informed of the situation and how the school is dealing with it. The school aims to deal with any instances of bullying behaviour within the day of it being reported. Staff may want to refer to advice notes in the Appendix.

When a parent informs school about any instances of alleged bullying, this is recorded using the “Bullying Concern Record” Form. A copy is available from the Headteacher and an example attached to this policy. The completed forms will be kept in the Headteacher’s office.

The class teacher would normally carry out the process, described below. If there has been a violent incident then the Headteacher would be involved from the outset.

**Step 1 - Interview with the victim**

- When the teacher finds out that bullying has happened, s/he starts by talking to the victim about his/her feelings and may write these down. If the child is unable to do this then the interviewing adult will scribe for him/her. The child should be questioned about the incidents and the children involved.

## **Step 2 - Interview the ‘bully/bullies’ and any witnesses**

- The child/ren who have been involved in bullying are interviewed individually
- They are encouraged to be honest about what has been happening and asked to explain why they think that the ‘victim’ is unhappy at school. They should not be interrogated! A record of such meeting should also be kept.

## **Step 3 - Convene a meeting with the people involved**

The group of children who have been involved then meet.

### **Explain the problem**

- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at our school
- The meeting will include some bystanders or colluders who joined in but did not initiate any bullying.
- A group of 6-8 children works well.

### **Share responsibility**

The teacher does not attribute blame but states that s/he knows that the group are responsible and can do something about it.

### **Ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour.

### **Leave it up to them**

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. S/he arranges to meet with them again the following week to see how things are going. It should be made clear to the victim, that if any other instances occur before then, then he/she should report it immediately.

## **Step 4 - Meet with the group again**

- About a week later, the teacher meets with the group to discuss how things are going. The teacher may need to ask the victim on an individual basis how things are in the interim. This allows the teacher to monitor the situation and keeps the children involved in the process.

## **Step 5 - Communication**

- Make sure all parents of the involved find out the outcomes of the event.

Persistent bullying is regarded as very serious and if the situation recurs either with the same ‘victim’ or with others, then the school’s Behaviour Policy will be implemented and parents informed.

## **6. Intervention Strategies**

- We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
- All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
- Children will be encouraged to report bullying and when they do so they will be listened to and taken seriously.
- Every allegation of bullying will be investigated and followed up.
- Any victim of bullying will be well-protected immediately and in the future.
- Any allegations of bullying will be reported to the Headteacher.
- Assemblies, PSHE and circle time will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends.
- We will use our Behaviour and Discipline Policy and our rewards strategy to reinforce this policy
- The parents of all concerned will be informed and involved in any reported incident and will be expected to support this policy.

## **7. Preventative Measures**

We aim to take preventative measures to ensure that instances of bullying behaviour rarely occur and are dealt with seriously if they do. Some examples of preventive measures are outlined below:

- Raise awareness about bullying behaviour – through personal, social and health (PSHE) lessons, SEAL (Social and Emotional Aspects of Learning), Circle Time, ABC code, the School and Sports Councils, questionnaires and surveys in classroom and assemblies.
- Increase personal and social skills by lessons which promote - friendship skills, assertiveness skills, conflict solving, co-operation, SEAL material, problem solving, coping skills, communication skills and by examining moral values.
- To build and maintain self-esteem by – circle time activities, PSHE and SEAL lessons, school ABC code.
- To build empathy through – the school culture, school policies, circle time discussions, working with others, in pairs and small groups, listening and responding, through drama, role-play, poetry, art work and creative writing
- To increase the understanding of the person who bullies and the person who is bullied by – empathy, drama and role-play, developing tolerance, learning friendship skills, examining conflict, developing problem solving skills, developing and enhancing communication and listening skills, and examining attitudes and values
- To ensure that welfare staff are aware of the procedures to deal with bullying behaviour and are alerted if there has been an incident
- Teachers have clear procedures to put into operation when bullying occurs
- The Anti-bullying policy is known and understood by all and parents and children know who to tell
- School takes part in Anti-bullying week each Autumn Term
- The school has good relationships between all stakeholders.
- The playground environment values, nurtures and protects children, and it is well supervised and the children have games / equipment to use.
- Providing a safe and secure environment
- Operating an open door and “OK to Tell” policy
- Offering mentoring, counselling and peer support
- Offering mediation services
- Appropriate continuing professional development (CPD) for staff within school

## **8. Implementation of the Policy**

The Headteacher has the overall responsibility to ensure that this policy is fully implemented. But on a day to day basis it is the responsibility of all members of staff at Kingsfold to have due regard for the policy and the correct procedures to follow. The policy is available for staff in the staff handbook, in the School Policy file in the Headteacher's room and a copy is located in the Induction File "Information for new teachers".

All children and their parents are made aware of this policy and copies are available from the Headteacher on request and on the school website.

## **9. The Monitoring and Evaluation of the Anti-bullying Policy Process**

We monitor and evaluate the effectiveness of this policy through an analysis of a range of data/information collected throughout the year. For example the responses from the Year 4 & Year 6 PAQ are used by staff to inform future planning of SEAL and PSHE themes and the findings may also be addressed in the SDP/SIP and are included in the SEF; responses from the annual Parental Questionnaires; findings from discussions with the School and Sport Council representatives; pupil voice in Circle Time; discussions with staff and comments in the suggestion box.

The Headteacher will monitor the situation via the Serious Incident Book and reviewing the "Bulling Concern Forms" which records incidents of bullying. The Headteacher will report to the Governing Body on a termly basis in the Headteacher's report.

The policy will be reviewed annually by staff and the Governors' Standards & Effectiveness Curriculum Committee in the Autumn Term.

SIGNED:

DATE:

# **Appendix**

## **1. Resources and further support/guidance information**

(located in the Headteacher's office)

- ❖ LA              The Anti Bullying School 2009 (TABS)
- ❖ DCSF           Cyber bullying
- ❖ DCSF           Homophobic Bullying
- ❖ DCSF           Safe to Learn
- ❖ DCSF           Safe from Bullying on Journeys

LA contact for advice:

David Croall	Senior Solicitor (Schools)	01772 530569
Mary Aurens	Safeguarding Officer	01772 531196
CAMHS		01772 644644

## **2. Advice to teachers about dealing with alleged bullying**

- Listen to what is being said and try not to show shock or disbelief. Patience is needed, wait during silences and prompt gently.
- Keep an open mind. You never know whether what you are told is true or not
- Reassure the child that they were right to tell. However do not promise confidentiality.
- Note what is said \*.
- Reassure the child that it was not their fault that they were being bullied; that they are not the only person to have suffered; if the bully gets into trouble it is their fault and nothing to do with the child who told.

## **RESPONDING**

- Try not to ask leading questions i.e. 'What did \_\_\_\_\_ do next?'
- Ask open questions like 'Anything else to tell me?'
- Use prompts like 'yes' and 'and'.
- Try not to criticise in personal terms (naughty child). The behaviour is what needs the attention (**Bullying is not acceptable**).
- Reconciliation is what you are aiming at.
- Explain your next steps.
- Support and offer help either from a child or adult in the future.
- Try to see the matter through yourself. Keep in contact with the child.

## **NOTING\***

- Make brief notes and write them up as soon as possible. Keep your original notes.
- Record date, time, place, non-verbal behaviour, words used by the child.
- Record statements, observable things, not your interpretations or assumptions. Parents may wish to see your notes. **Remember to keep evidence.**
- Try to keep relaxed. If this is serious or upsetting, you might need some support yourself!