



Kingswood Parks
PRIMARY SCHOOL

Anti-Bullying Policy

Introduction

This Policy should be read in conjunction with the following school policies: Policy to Promote Positive Behaviour; E-safety Policy; Inclusion Policy; PSHE Policy; Positive Handling Policy and the school's Single Equality Scheme.

Kingswood Parks is strongly committed to encouraging good, positive and caring behaviour, and to promoting self-discipline and regard for rules and authority.

We seek the complete development of the individual child in a pleasant, caring and safe environment, and consequently we endeavour to teach children respect for themselves and others. By encouraging children to care for and support one another, we hope that they develop a sense of collective responsibility and are proud to belong to our learning community.

Bullying erodes our efforts to achieve this ideal. Bullying is a whole-school issue that affects everyone, not just the bullies and the victims. Other children see it happening and witness the distress of the victim. Less aggressive pupils can be drawn into the tormenting and taunting of victims, and timid children fear that they may become the next victims.

Bullying sours the atmosphere of a class and the climate of a school.

Bullying in one form or another is present in many schools and to deny this would be foolish. As a school, therefore, we must combat the problem by having a clear Policy, which is followed by all staff, parents, governors and children.

Aims

To reduce incidents of bullying to the minimum in our learning community, by:

- raising awareness of all staff and children with regard to all aspects of bullying;
- supporting the victim and helping the bully to stop such unacceptable behaviour;
- ensuring that every member of our learning community feels there is a listening ear if they experience these problems;
- ensuring that there is a consistent fair approach to incidents;
- linking the system of referral and monitoring to our Policy to Promote Positive Behaviour.

What is Bullying?

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 or the Internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but **emotional bullying can be more damaging than physical bullying and more difficult to detect.**

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

DfE Preventing and Tackling Bullying 2014

Bullying includes:

- **Emotional:** being unfriendly, excluding, tormenting (eg hiding books, threatening gestures);
- **Physical:** pushing, kicking, hitting, punching or any use of violence;
- **Verbal:** name-calling, sarcasm, spreading rumour;
- **Online (Cyber-bullying):** all areas of the Internet, such as email and internet chatroom misuse. Bullying via messaging and photo apps, mobile threats by text messaging and calls, misuse of associated technology ie camera and video facilities. Online (Cyber-bullying) bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Online bullying can be individual or group behaviour that includes hurtful texts, spreading rumours through social networking sites and assuming false identity to cause harm or mischief. It can occur in or outside school. Prevention is better than cure and we therefore embed good safe IT practice into all our teaching and learning. Please refer to the school's E-Safety Policy.

Specific types of bullying include:

- bullying related to race, religion or culture;
- bullying related to special educational needs (SEN) or disabilities;
- bullying related to appearance or health conditions;
- bullying related to sexual orientation;
- bullying of young carers or looked-after children or otherwise related to home circumstances;
- sexist or sexual bullying.

Bullying outside the school environment:

Schools have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops etc.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyberbullying methods.

It is important to understand that **bullying is not** an odd occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children and young people do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not necessarily classed as bullying unless it is done repeatedly and on purpose. Nonetheless, as a Trust we will respond to these issues in line with our Policy to Promote Positive Behaviour.

Equality Act 2010

Within Kingswood Parks we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

Creating an ethos which is opposed to bullying

Within Kingswood Parks we make a promise to respond firmly and promptly to any incidents of bullying. All our children and staff should know that all instances of alleged bullying, of any member of the learning community, will be taken seriously and dealt with effectively.

Bullying is a whole-school issue and it is everyone's responsibility to stop it happening. Children should be encouraged to tell a member of staff if they see or suspect bullying. They should be re-assured that this is not telling tales and that incidents will be dealt with promptly.

Members of staff who experience bullying from pupils, parents or other staff, should in the first instance speak to their Line Manager, Assistant Headteacher, Deputy Headteacher or Headteacher.

Developing an awareness and understanding of bullying is planned for and directly addressed through our Jigsaw PSHE curriculum, which explores, at age appropriate levels, a range of issues around bullying. For example:

- What is bullying?
- Why do some people bully others?
- What are the effects of bullying on the bullied, on bullies and on bystanders?
- What strategies can we use to help us cope with bullying? and
- What can we do to stop bullying?

In addition, various aspects of bullying are revisited alongside this through the wider curriculum. For example, Anti-Bullying Week (November) is purposefully used to raise awareness of bullying and of the school's anti-bullying stance, e-safety is regularly visited, the Expect Respect toolkit raises awareness of issues around domestic violence, NSPCC – speak out and stay safe etc.

In addition, various external agencies and community groups are often willing to work with our children either in class, during assemblies, through performances and, occasionally, on an individual basis. *Indeed, raising awareness and developing an understanding of bullying through all means possible is essential to creating and maintaining an ethos which is opposed to bullying.*

Identifying and Responding to Incidents of Bullying

It is important to remember the following five key points:

1. Never ignore suspected incidents of bullying;
2. Don't make premature assumptions:
 - discuss the incident with the victim – this will require patience and understanding;
 - identify the bully/bullies;
3. Listen carefully to all accounts (several children saying the same thing does not necessarily mean they are telling the truth):
 - investigate fully;
 - obtain witnesses, if possible, and record their response;
4. Adopt a Restorative Practice approach (as set out in the school's Policy to Promote Positive Behaviour) which holds pupils to account for their behaviour and engages with them to agree the actions needed to repair the harm caused:
 - confront the bully/bullies with the detail - always emphasising the importance of telling truth, taking responsible for one's own actions and putting things right;
 - if a victim does not feel comfortable joining a circle, the victim should always be given feedback about actions taken against the bully;
5. Follow-up repeatedly, checking bullying has not resumed.
 - continue to monitor the victim and record on CPOMS.

Guidance specific to online bullying (cyber-bullying): An electronic device, such as a mobile phone, thought to be involved in an incident of bullying may be seized by a member of staff who has been formally authorised by the Principal. That staff member can examine data or files, and delete these, where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the Police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the Police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

The parents of both the alleged victim and perpetrator should be informed of all **proven** incidents of bullying and, where deemed necessary, appropriate external agencies involved.

All cases of bullying should be recorded on CPOMS. Records must include: full details of the alleged incident/s including date and location; the form of bullying (ie verbal, physical, online, emotional etc); where appropriate, the category of bullying (ie racial, homophobic, SEN etc); details of any investigation and response, including conversations with parents and external agency involvement – this may be added under 'Actions'. Once uploaded inform the Anti-Bullying Co-ordinator of actions taken.

The Headteacher and/or Deputy Headteacher should be informed of all incidents of bullying.

The vast majority of children pass through school without any suggestion of being victim or bully. However, any child can be bullied and whilst not wishing to label or categorise children in any way, some of the following characteristics in a child **may** be indicative of bullying:

- isolation;
- poor attendance;
- lonely, with no friends;
- may be different in appearance;
- may be new to school;
- regular ill health;
- has different speech / dialect or background;
- suffers from low self-esteem;
- needs more attention;
- may be nervous, anxious, quiet, passive;
- displays changes in behaviour;
- may be in the wrong place at the wrong time;
- appears to be on the outside of a group;
- has fallen out with friends;
- wanting to remain with adults;
- feels that there is something 'wrong' with them;
- is unable to control their lifestyle or environment;
- their work deteriorates.

Whilst not wishing to dismiss an incident, with younger children especially, the following distinctions should be borne in mind:

Bullying or bossiness?

The 'bully' focuses on younger, smaller or timid children. Whereas the bossy child will boss whoever is around at the time. Most young children grow out of their bossiness as they become more self-controlled and learn the social skills of negotiation and compromise. By contrast, the 'bully' increasingly relies on threat and force.

Bullying or boisterous play?

Play is a natural part of childhood. It becomes bullying when it repeatedly spoils other children's activities and when violence or hostility is shown - as when there is repeated rough or intimidating behaviour. This may happen in general play or, in younger children, in pretend play.

All staff should be alert for signs of bullying particularly at playtimes, lunchtimes and when the children move around the school.

All staff should stop any perceived incidents of bullying immediately. Take action as necessary, but report the matter to both the victim's **and** bully's class teacher.

The class teacher is the key adult deciding whether any further action needs to be taken. Generally, it is the class teacher who is best placed to judge whether we are dealing with an

isolated incident or a more serious and sinister occurrence. This should be done in line with the school's Policy to Promote Positive Behaviour and may involve consultation with senior staff.

Class teachers should be aware that they have the support of any member of the senior management team when dealing with complex situations or situations which cannot be resolved. Similarly when a class teacher feels that he / she has done all that they can to resolve an issue then it should be referred to the Phase Leader.

The importance of Class Teachers and Phase Leaders keeping accurate records on CPOMS cannot be over-emphasised.

Remember that bullying upsets all children not just the victim and it also affects the ethos of the school.

Strategies for dealing with incidents of bullying: One single strategy is unlikely to provide a complete solution on its own to the problem. It is important therefore, that we have a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. These may include:

- co-operative working;
- circle time;
- befriending;
- support group approach;
- mediation by adults;
- playground friends (supported peer mediation).

(Details of the above can be found in 'Bullying – don't suffer in silence' DfES 2000)

When a problem cannot be resolved at this level, as with the school's Policy to Promote Positive Behaviour, the matter should be referred on to the Headteacher , Deputy Headteacher or Assistant Headteacher.

If an incident cannot be resolved then support should be sought from partner agencies, including:

Anti-Bullying Alliance - www.anti-bullyingalliance.org.uk

Kidscape – www.kidscape.org.uk

NSPCC – www.nspcc.org.uk

Childline – www.childline.org.uk

Sadly, there may be instances where, despite the best efforts of all concerned, children do not respond to preventative strategies to combat bullying. In this case the sanctions and consequences contained within the school's Policy to Promote Positive Behaviour will be fairly and consistently applied. This includes the right to impose either a fixed term or permanent exclusion. In reaching such a decision, the school will comply with all current guidance and legislation pertaining to exclusion.

Roles and Responsibilities:

Governing Body

The Governing Body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. Policy which should be read in conjunction with our Policy to Promote Positive Behaviour. The Governing Body will:

- support the Principal and the staff in the implementation of this Policy;
- be fully informed on matters concerning anti-bullying;
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy - incidents of bullying are reported to local governing body meetings via the Principal's termly report.

Headteacher

The Headteacher is responsible for the development and implementation of the Policy and will ensure that:

- bullying is addressed as an issue in the curriculum;
- all staff receive training that addresses bullying behaviour;
- the Governing Body is regularly provided with information regarding issues concerning behaviour management including bullying via termly report to Local Governing Body;
- a senior staff member is appointed to be responsible for the monitoring of the Policy and anti-bullying strategies.

Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well-being in school.

All members of staff will:

- provide children with a good role model;
- provide children with a framework of behaviour including class rules which support the school policy;
- emphasise and behave in a respectful and caring manner to create a positive atmosphere;
- always be aware and take action when there are concerns about bullying;
- report and record all allegations of bullying following the school's Policy.

Parents/Carers

It is important that we work in close partnership with the home and parents of both the victim and the bully. We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at the school, and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

Pupils

We expect that pupils:

- will support the Principal and staff in the implementation of the Policy;
- will not bully anyone else, or encourage and support bullying by others;
- will tell an adult if they are being bullied, usually either a member of staff or parent/carer or other trusted adult;

- will act to prevent and stop bullying - usually this is through telling an adult if they know or suspect that someone else is being bullied.

Pupils must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them, in part, responsible for what happens to the victim of bullying.

Monitoring and Evaluation

The effectiveness of this Policy in promoting a positive ethos free from bullying can be monitored via an analysis of:

- wellbeing and behaviour aspects of CPOMS;
- the views of children and parents;
- issues raised at School Council;
- issues raised during Circle Time.

This Policy will be reviewed in response to the above or in the light of local / national requirements.

Complaints

If parents/carers are not satisfied with the response to any reports of bullying, they should contact the Headteacher , Deputy Headteacher , Assistant Headteacher or Anti Bullying Co-ordinator. If they remain dissatisfied, they should follow the Trust’s complaints procedures.



Advice for Children about Bullying

- Say '**NO**' to bullying.
- When someone is being bullied or is in distress, take action. Tell an adult. Watching and doing nothing supports those doing the bullying.
- Tell your friend – and together **tell** an adult, who will always take the matter seriously.
- Be confident – you are right and that those doing the bullying are wrong.
- Go around with friends, avoid places where bullying happens.
- If people call you names – ignore them and **tell** an adult.
- Tell yourself you don't deserve to be bullied and **tell** an adult.
- Do not be friends with children that choose to bully other children.
- Watch what you say and do – do not behave like a bully yourself?
- If you see someone being unkind. Tell them that what they are doing is wrong. If you do not tell, if you let the bullying go on then the bullying will get worse. **Tell** an adult – it's all right to **tell**.



Advice for Parents on Bullying

Bullying is the wilful or conscious intention to hurt or threaten someone, physically or psychologically, over a period of time.

What you should do if you think your child is being bullied.

Watch for a pattern:

- Wanting more/less attention, needing a cuddle more often;
- Not wanting to go to school, any change in behaviour;
- Frequent minor illness;

- Coming home with bruises or torn clothing;
- Possessions disappearing frequently – including dinner money/bus fares;
- Becoming withdrawn - avoiding friends;
- Disturbed sleep.

What to do:

- Talk to your child – listen to what he/she says. Keep talking;
- Treat the matter seriously;
- Reassure your child that you and the school will try and solve the problem;
- Contact the school – your child’s class teacher in the first instance. ***Remember, unless we know we cannot help;***
- Keep a diary of incidents as soon as you realise bullying may be happening;
- Try to help your child to deal with this situation.

Things to avoid:

- Do not approach the bully;
- Do not advise your child to fight back.

Remember that a one-off incident may not necessarily be bullying, but the school will support you and look into the matter further.

Please support the school Policy – that all children are of equal worth and need to feel safe, secure and happy at work and play - in fact at all times.

Remember, unless we know we cannot help. TELL US!

What will happen if your child is involved in bullying.

If your child is involved in bullying other children the school will contact you. We will work with you to help change the bullying behaviours your child is displaying and try to help prevent further incidents.