

# Anti- Bullying Policy

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# 1. Rationale

At Kellington Primary School we believe that every person has the right to come into our school without the fear of being bullied. We recognise the seriousness of bullying as an issue for the whole school community to tackle. We acknowledge that everyone should own the problem of bullying and endeavour to maintain an effective network of communication between all groups involved. We promote an ethos of anti-bullying by listening to and supporting all those involved in bullying. We teach children social, emotional and behavioural skills through a variety of means e.g. the Sex & Relationships Education curriculum, Thrive and PSHE but these are underpinned by the way adults model positive relationships with everyone in school on a daily basis.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

As a UNICEF Rights Respecting School we use the UN Convention on the Rights of the Child 1989 as an integral part of our learning and teaching.

Every person, child or adult, has the right to :

- Feel happy and safe
- Be different and individual
- Be treated with respect
- Have a voice

Every person, child or adult, can expect to be treated with:

- Courtesy
- Fairness
- Consideration

and should expect to treat others with the same respect.

The school describes bullying as:

**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, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.2017)**

## 2. Aims

Our overall aim is to end bullying but we need to be realistic and have objectives we can achieve and measure:-

- To develop robust systems to report and respond to the incidence of bullying
- To reduce the duration of bullying incidents when they happen [swift intervention action]
- To increase the number of children who feel confident enough to report bullying
- To increase the number of children who would help someone who is being bullied
- To increase the number of children, and parents, who feel that school takes effective action to deal with bullying
- We will evaluate the effectiveness of this policy through annual pupil and parent questionnaires and school logs

Bullying include:

- **Physical:** e.g. being hit kicked, punched, having money or things taken
- **Verbal:** e.g. being teased, making threats or called names
- **Emotional:** e.g. being ignored or left out
- **Cyber:** e.g. email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera and video facilities

## 3. Guidance

### 3a. Preventing Bullying

- Promote prosocial behaviour [catch children behaving in a caring and supportive way and acknowledge and encourage]
- Jigsaw lessons, work done in class and assemblies
- Celebrate Diversity
- Be constantly vigilant for any signs of bullying
- Dispel any myth that bullying is 'only playing' or 'a natural part of growing up'
- Teachers to use Circle Time and Thrive activities to pre-empt bullying or to address issues in their class
- Promotion through Anti-bullying week in November.
- All teachers to go through the anti-bullying policy with their classes to share advice and strategies

### 3b. Identification of Bullying

Do not always dismiss 'horseplay', 'banter' or throw away comments students make to each other in the classroom or around school. All of our students have the right to feel safe and supported whilst in school.

Bullying could take place:

- On the journey to and from school;
- During lessons;
- At break times;
- Outside of school; or
- Via electronic means, such as text messaging or via social media.

Bullying can occur child on child or between adult and child.

There are many forms of bullying including:

- Sexist;
- Racial;
- Religious;
- Disability;
- Sexual Identity;
- Gender Identity.

There are signs and symptoms that all adults should be aware of; that may help you to identify that a young person is possibly a victim of bullying. These can include the following examples:

- Is frightened of walking to or from school alone;
- Changes in their usual routine;
- Is unwilling to go to school;
- Truancy;
- Starts stuttering;
- Threatens or attempts to run away;
- Irregular sleep patterns and/or nightmares/ bedwetting;
- Feels ill in the mornings;
- Attainment drops;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Comes with torn clothes or damaged possessions;
- Has possessions which 'go missing';
- Is bullying other children and/or siblings;
- Stops eating;
- Is frightened to say what's wrong;

- Gives improbable excuses for situations above;
- Is afraid to use electronic media
- Becomes withdrawn, anxious or lacking in confidence

The signs and behaviours listed above are not exclusively symptoms of being bullied and do warrant further investigation from the concerned adult.

### 3c. Reporting and Recording Procedures

Always acknowledge a child's reporting of bullying

All levels of bullying will be handled quickly, sensitively and calmly without making hasty judgments. [Whether we have become aware of the bullying through our own vigilance, or another person's, the same process applies]:

All staff should use the following procedures:

- Ensure children feel safe by calmly separating all those involved
- In the first instance assess whether restorative practice is the most suitable course of action
- Talk with victim to understand their feelings
- Where appropriate take witness statements
  - ask other adults to help and interview the children involved separately
  - endeavour to do this before children develop a 'shared version'
- An appropriate adult should then follow up by talking with the perpetrator at a suitable time so that the child/ren
  - understand the distress / hurt felt by the child on the receiving end;
  - understand that the behaviour is unacceptable;
  - make a response to the victim in the form of an apology and seek to improve the relationship - a short time may need to elapse to give some thinking time but ideally it should be that day.
- In talks with both parties the adult will seek to discover whether there are underlying "reasons" for behaviour
- Further feedback to victim to reassure – could be a 1:1 chat with an adult or with the other child/ren concerned
- Diaries offered to children who feel they would like to write down their experiences Appendix 1.
- Both sets of parents will be informed.
- Monitor all incidents through the class teacher's behaviour log on CPOMs. On CPOMs the category will be logged under Bullying/friendship issues. (SLT and governors monitor this on a regular basis).
- Lunchtime staff will give information to class teacher about incidents and record it on CPOMS.
- In certain cases all children in the school will be addressed in class or assembly.

- In more serious cases of bullying, or continued incidents, parents of both parties will be asked to come into school
- When a bullying incident is so severe that it is categorised as being high level, the school may need to call in the police, social services or deal with it as a safeguarding issue. (The term 'High level' may be due to the nature of the bullying, or to the fact that bullying has continued in spite of measures being taken to make it cease)
- Where bullying takes place outside of school and is reported to school staff, it will be investigated and acted upon. The head teacher will consider whether it is appropriate to notify the police or children's social care.
- Incidents of bullying are reported anonymously to the Trust and the Local Authority on a Termly basis.

## 4. Collective Responsibility

- Anti-bullying is the responsibility of all our staff

**This policy has been developed and shared with the whole school community**

## 5. Appendices

- 'Childline' anti-bullying diary sheet
- Guidelines for Children
- Guidelines for Parents/Carers

### 5.1 Anti- Bullying Policy Appendix 1

Diary Sheet

Date and Time	What happened? What was said or done to you?	Who was involved in the Incident ? Their names or a description if you don't know them	Where did the Incident happen ?	Was anything taken ?	Was anyone with you or did anyone else see what happened ?



## 5.2 Anti- Bullying Policy Appendix 2

### Guidelines for Children

#### Safety in numbers

- Go around with a friend or in a group
- Stay near an adult
- Only go to places where bullying has happened to you if you have some friends or an adult near you

#### Ask for help

- Tell a teacher
- Tell any other adult you trust
- Tell them again, and again, if the bullying doesn't stop or speak to the head teacher.

#### Try to do something different

- If you are upset, don't fight back, find a teacher you can talk to about your feelings
- Just walk past if people call you unpleasant names
- Practise what you would say to a bully in front of the mirror

#### Look after yourself

- If you are in danger, get away. Don't bother about your possessions
- Don't fight back. Talk to an adult
- If you are different in some way, be proud of it. It's good to be individual
- Tell yourself it's not your fault – you don't deserve to be bullied

## Anti-Bullying Policy Appendix 3

### Guidelines for Parents/ Carers

[taken from NYCC Behaviour & Attendance Strategy Anti Bullying guidelines for schools]

- Watch for signs - not wanting to go to school, minor illnesses, headaches, other pointers, avoiding friends, coming home with bruises or torn clothing, possessions disappearing.
- Listen to what your child says; try to establish if the problem really is bullying and not something else.
- Discuss with your child what you can do:-
  - Talk to the teacher or another sympathetic adult at school. Do this for as long as the bullying continues
  - Help your child to deal with the problem by him or herself. Be tactful.
  - If your child needs escorting home, meet him or her from school, perhaps round the corner for an older child, not the school gate.
  - Try not to be over anxious or over protective. It may sometimes be helpful to talk with the bully's parents, but before you do this, take advice from the school.
  - Do not promote a simple "thump back" approach - this rarely helps and may only make things worse for your child.
- Most children are called names in school. Usually these names are used in a humorous way and are not meant to cause offence. If, however, your child is upset about some of the names used, then let the school know about this.
- If a name is used which refers to your child's physical characteristics then let your child know that you love him or her, for the way they are, including these particular characteristics which make him or her an individual.