



Keresforth Primary School Anti-Bullying Policy

CONTENTS

Overview	Page 3
Statutory Duty of Schools	Page 3
Implementation	Page 3
Monitoring Evaluation, Review	Page 4
Procedures and dealing with incidents	Page 4
Incidents of bullying outside school	Page 5
Confidentiality	Page 5
Appendix 1	Page 7
Appendix 2	Page 7
Appendix 3	Page 7
Appendix 4	Page 9
Appendix 5	Page 10

ANTI BULLYING POLICY

The aim of the policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in any form. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available in school.

Bullying is defined as deliberately hurtful behaviour, (emotional and / or physical but always emotional) **repeated over a period of time**, where it is difficult for those being bullied to defend themselves. See Appendix 1.

The general forms of bullying are:

a) Direct:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist / homophobic remarks)
- Non-Verbal

b) Indirect:

- Spreading rumours, excluding someone from social groups, electronic bullying, (Cyber and E Bullying)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in school.

The school's teaching and ancillary staff must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

Equality Act 2011 states that it is unlawful to discriminate against pupils because of their sex, race, disability religion or belief and sexual orientation and that pupils should be protect against such discrimination.

STATUTORY DUTY OF SCHOOLS

Head teachers have a legal duty under the Education Act 2002 (Guidance Safeguarding Children in Education and Safer Recruitment in Education – DfES 2007) to have a 'duty to safeguard and promote the welfare of pupils'. The Education and Inspections Act 2006 states that schools have a responsibility to 'encourage good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils' and it 'empowers Head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site – empowers members of staff to impose disciplinary penalties for inappropriate behaviour'.

IMPLEMENTATION – THE FOLLOWING STEPS MAY BE TAKEN WHEN DEALING WITH INCIDENTS:-

SCHOOL:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the Head teacher or Learning Mentor
- in the first instance the Learning Mentor will interview all concerned and will record the incident
- class teachers and Head teacher will be kept informed and if it persists the Head teacher will be informed to deal with the situation alongside the Learning Mentor
- parents will be kept informed
- punitive measures will be used as appropriate and in consultation with all parties concerned

PUPILS:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

PUPILS WHO HAVE BULLIED WILL BE HELPED BY:

- discussing what happened

- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

THE FOLLOWING DISCIPLINARY STEPS CAN BE TAKEN:

- official warnings to cease offending
- exclusion from certain areas of the school premises i.e playground / field
- class exclusions
- minor fixed term exclusion
- major fixed term exclusion
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHCE, SEAL, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

MONITORING, EVALUATION AND REVIEW

The school will review this policy annually to assess its implementation and effectiveness. The views of staff, pupils, governors and parents will be used to make changes and improvements.

BE ACTIVE. DO SOMETHING ABOUT IT

At KPS we try to create an ethos where children feel they can talk to someone and are listened to.

CODE OF CONDUCT (with regard to school behaviour and relationships within the school community).

We recognise that all adults in the school are in effect role models for pupils. The way in which we behave towards each other and to pupils is particularly important in terms of providing positive role models. Young people also have a responsibility to model appropriate behaviour for their peers. We therefore believe that pupils must:

- Show respect for their peers and adults working within the school community
- Support and be sensitive to others when they may be feeling vulnerable
- Actively seek to develop a praise culture within the school
- Actively support the school's anti-bullying policy
- Take responsibility for their own behaviour

All of the above is supported by the School Rules. See the Behaviour Policy for the list of sanctions.

EQUAL OPPORTUNITIES

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

PROCEDURES AND DEALING WITH INCIDENTS

a) Role of pupils in recording a bullying incident. Follow School Anti-Bullying Immediate Response Chart Appendix 1.

b) Guidance for Parents

If your child has been bullied:

- Calmly talk with your child about his / her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that s/he has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur s/he should report them to a teacher immediately.
- Make an appointment to see your child's teacher or Learning Mentor
- Explain to the teacher the problems your child is experiencing.

When talking to teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the Head and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.
- If this does not help then contact the Education Welfare Officer to ensure the Governors respond to your concerns.

If your child is bullying others:

- Talk with your child and explain that what s/he is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how s/he can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when s/he is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent.
- Where necessary report incident to the police.

c) **ROLE OF STAFF** - Follow School Anti-Bullying Immediate Response Chart Appendix 1.

d) **SANCTIONS** – See the Behaviour Policy. Persistent bullying may lead to exclusion.

INCIDENTS OF BULLYING OUTSIDE OF SCHOOL

Staff are often asked to deal with incident of bullying which occur off school premises. The Education and Inspections Act 2006 – 'empowers Head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site – empowers members of staff to impose disciplinary penalties for inappropriate behaviour'.

- Appropriate action may be taken by the school to prevent bullying

The school may also follow these suggested actions

- Talking to the local police about the problems within the community
- Talking to transport companies about bullying on the journeys to and from school
- Talking to the Head whose pupils are involved in bullying off the premises
- Talking to pupils about the issues and taking their concerns seriously

CONFIDENTIALITY

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent / guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helpline, if appropriate, where confidentiality can be maintained.

Signed Chair of Governors _____

Date _____

Signed Headteacher _____

Date _____

Date agreed by the Governing Body _____

APPENDIX 1 – SPECIFIC EXAMPLES OF BULLYING

- **Physical abuse** e.g. hitting, pushing, kicking, pinching
 - **Name calling**
 - **Being forced to hand over personal belongings or having them taken**
 - **Racist bullying** – an incident which is perceived to be racist by the victim of other person. This can be in the form of:
 - Verbal abuse, name calling, racist jokes, offensive mimicry
 - Physical threats or attacks
 - Wearing of provocative badges or insignia
 - Bringing racist leaflets, comics or magazines
 - Inciting others to behave in a racist way
 - Racist graffiti or other written insults, even against food, music, dress or customs
 - Refusing to co-operate in work or play
 - **Sexual bullying** – this is generally characterised by:
 - Abusive name calling
 - Looks and comments about appearance, attractiveness, emerging puberty
 - Inappropriate and uninvited touching
 - Sexual innuendos and propositions
 - Pornographic material graffiti with sexual content
 - In its most extreme form, sexual assault or rape.
 - **Sexual orientation** – this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be **enough**. This can be in the form of:
 - Use of homophobic language
 - Looks and comments about sexual orientation or appearance.
 - **SEN or disability** – these pupils are often at greater risk of bullying. This can be characterised by:
 - Name calling
 - Comments on appearance
 - Comments with regard to perceived ability and achievement levels
- The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.
- **Cyber bullying** / E Bullying – this is on the increase and can involve pupils receiving threatening or disturbing e-messages (text or other) from possibly anonymous callers. In this school children are not allowed to bring mobile phones to school.

APPENDIX 2 – STRATEGIES TO REDUCE BULLYING

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including:

- Co-operative group work
- Circle Time
- Circle of Friends
- The support group approach / No Blame Approach
- Peer mediation
- Midday supervisor training
- Peer counselling
- Buddy systems
- PSHCE programmes
- Self esteem programme
- Restorative justice
- Anti-Bullying Week
- Safer Internet Week
- Home / School Books for vulnerable children
- Drama
- DVDs

APPENDIX 3 – SUPPORT FOR PUPILS WHO EXPERIENCE BULLYING

If you are being bullied

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible
- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- Tell a teacher or another adult you trust within school
- Tell your family
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

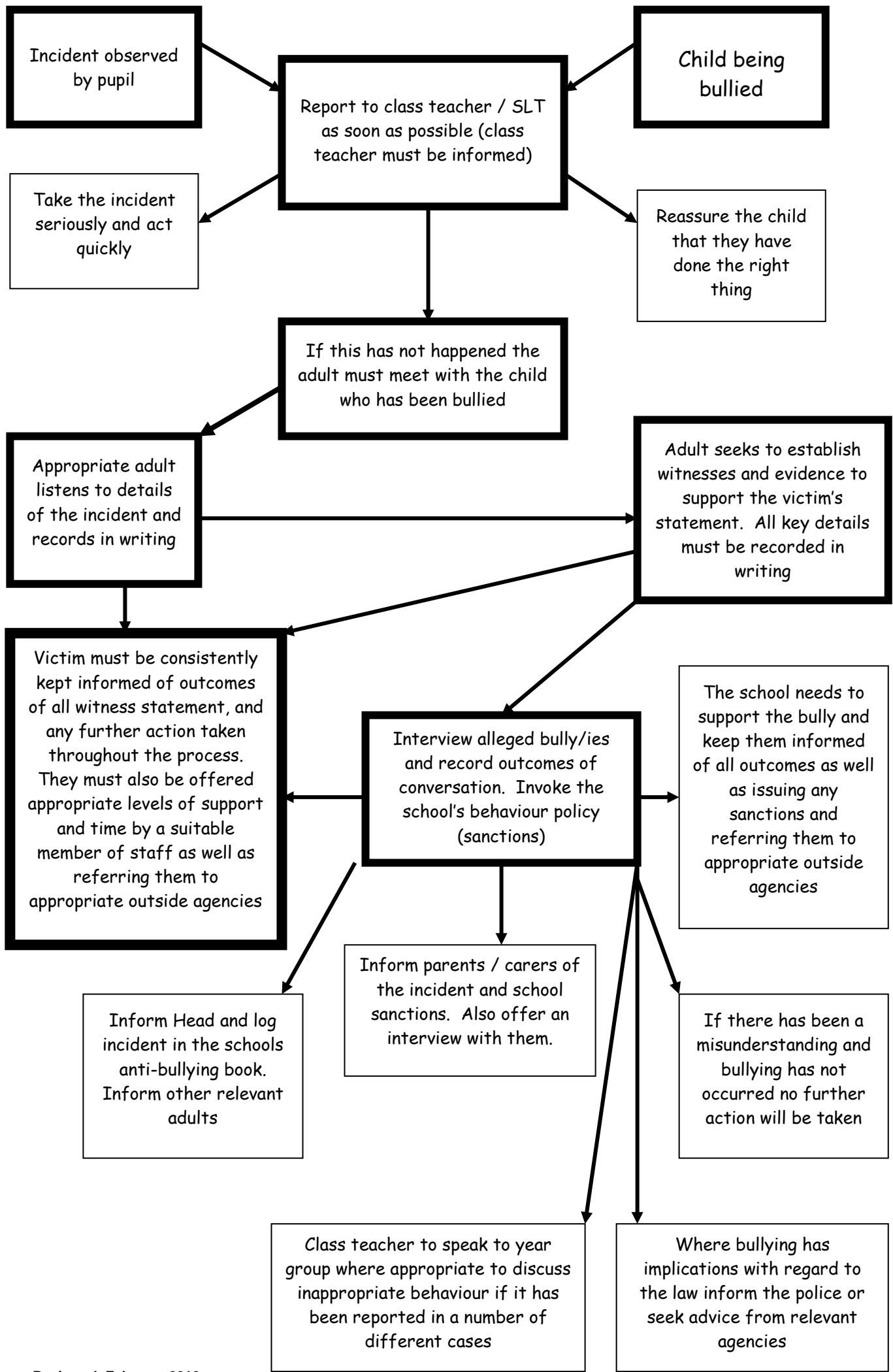
If you are experiencing bullying by mobile phone text messages or e-mail

- Tell a friend, parent or teacher
- Be careful who you give your mobile phone number or e-mail address to
- Make a note of exactly when a threatening message was sent
- For contacts and details of where to seek help outside school see appendix

Related Policies

- Behaviour
- E Safety
- Equalities / Diversity
- Child Protection / Safeguarding

APPENDIX 4 – ANTI – BULLYING IMMEDIATE RESPONSE CHART



APPENDIX 5 KPS

BULLING / RACIAL INCIDENT RECORDING FORM

Date of Incident:	Date Report Filed:
Report Completed by:	Position:

Details of Those Involved						
Names	Age	Year Group	Gender	Ethnicity	Looked After Children Yes/No	Role

Brief summary of incident resulting from investigation

Frequency and duration of incidents:

Once or twice Persisting throughout the last 6 months

Several times this half term Persisting for more than 6 months

Is there evidence of racist motivation or concern by victims of racist motivation? Yes / No

If yes, refer to Racist Incident Procedures

Action Co-ordinated by: _____ Position _____

Details of action taken:

√

Checked for earlier incidents involving same pupils	
Notified parents / carers	
Details of action discussed and agreed with pupils	
Individual discussion with pupils involved	

Class	
Notified Head, Class Teacher	
Medical treatment	
Report to Governors	
Referral to other agencies such as Social Services, MAP, Victim Support, NSPCC, Barnardos, Education Mediation Services	
Specified Support from staff	
Police involvement	
Follow up date set	

Details of action discussed with pupils (and parents / carers where appropriate):

Review Date _____

Details of other interventions

Any Other Comments:

Copies to, with date sent:

Outcome of Follow Up

Date of Initial Incident

Bullying stopped – Yes / No

Further Action Taken:

Date	Action Taken By	Brief Description of Action	Outcome

Any Other Comments: