



Anti-Bullying Policy

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Ethos Statement

At Kingsthorpe Village Primary School we are fully committed to the protection of children in our care and we will not tolerate bullying behaviour at any level. We strongly believe that children have the right to be educated in an atmosphere that is free from fear. We aim to create a partnership with home and school working together to overcome difficulties. In doing so, we strive to make our school a caring, friendly and safe environment which is reflected in our school vision and values. This policy links directly with our school behaviour, child protection and equality policies. The head teacher is the key lead for anti - bullying in our school.

It is the aim of this policy to:

- Clarify for all members of the school community what bullying behaviour is;
- Stress that bullying behaviour is never acceptable in any form;
- Document our preventative measures;
- Document how we would deal with incidents of bullying behaviour and offer support for all those involved.

Members of Staff Responsible for Dealing with Incidents of Bullying

In the first instance:

The Class Teacher

If the bullying persists after class teacher intervention or in extreme circumstances:

Deputy Head Teacher Head Teacher

A physical attack that could result in a serious injury or a physical attack of a sexual nature would constitute extreme circumstances.

What is Bullying Behaviour?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either emotionally or physically. (DCSF 2007) Bullying:

- Is meant to be hurtful
- Can be direct – physical or verbal
- Or indirect e.g. leaving a child out, ostracising from friendship groups, using others as a means of attack or intimidation

Bullying is started by an individual. He/she is not responding to nastiness from another person.

When pupils with the same power, numbers and strength fight or argue, this is not bullying. Bullying can sometimes be unwitting but the effect on the victim(s) is still the same.

Peer on peer abuse

Peer on peer abuse may be bullying and refers to the abuse of a child or children perpetrated by another child or children. Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

This policy covers the bullying of school staff, whether by pupils, parents or other staff. Members of the school workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

Forms of Bullying

This policy covers the following kinds of bullying behaviour:

- Physical (hits, damage to belonging);
- Direct verbal (threats, insults, nasty teasing);
- Relational (rumours, social exclusion, or by phone/computer)

There are many forms of bullying where the above behaviours may be exhibited:

- Racial;
- Religious;
- Cultural;
- SEN;
- Disabilities;
- Appearance;
- Health Conditions;
- Home circumstances;
- Sexual orientation;
- Sexist;
- Sexual Harassment or Violence
- Academic

Dealing with Cases of Bullying Behaviour

Victim

It is essential that problems are resolved quickly, before any serious damage is done to the personal development or education of the young people involved. Children are regularly made aware of the necessity to report incidents of bullying behaviour to a member of staff as soon as possible.

If bullying behaviour is reported we will:

- Listen and continue to listen at all stages. This will ensure the child that they have done the right thing by speaking up;
- Decide the member of staff to continue with the procedure as appropriate;
- Encourage problem solving strategies;
- Record the incident on the school behaviour incident format (Edukey) and set in motion support for the child that will be reviewed;
- Inform parents or carers so that we can work in partnership;
- Notify the HT / DHT of any incidents who may then intervene
- Inform other adults who work with the child;
- Provide continued support, including identifying any external support that may be needed

Perpetrator

Before taking any action, we will hear both sides and assess the nature of the problem, keep an open mind and not jump to any conclusion. If after this we believe bullying has taken place, we will take action.

Whatever the decision we will monitor the situation carefully.

As each case of bullying behaviour tends to be unique, it is difficult to set in stone an exact method of dealing with a 'bully'. However, depending upon the offence and the circumstances we will:

- Council the pupil about the event and talk about how to move forward with the correct behaviour;
- Look at the motivation of the 'bully';
- Ensure that the child is aware of why their behaviour is causing distress;
- Record the incident on Edukey and record any sanctions used;
- Remove privileges for a set period of time;
- Monitor future behaviour and share this monitoring with the child;
- Involve the child's parent/carer.

Possible sanctions include:

Temporary removal to another class;

- Withdrawal of break and lunchtime privileges for a given period of time;
- Referral to the Head or Deputy for therapeutic work
- Isolation from opportunities that put themselves or others at risk

For persistent bullying or in extreme circumstances, the Head (or in the absence of the Head, the Deputy) might decide on:

- Exclusion at lunchtime (for a given period of time);
- With-holding participation in a school trip (that is not an essential part of the curriculum) or extra-curricular activity;
- Temporary removal to another class;
- Internal exclusion For a given period of time)
- Fixed term exclusion;
- Permanent exclusion.

If a pupil is referred to the Head or Deputy, the parents will be contacted and invited to meet with the Head or Deputy to discuss strategies for modifying the child's behaviour. The Head or Deputy will keep a record of any bullying incidents they have had to deal with and the resulting sanctions. It is important that in giving sanctions that all parties are aware that it is the behaviour that is unacceptable, not the child him or herself. Ways should be sought for the self-esteem of both victim and the bully to be restored under a therapeutic approach as supported by the school behaviour policy.

Supporting the Victim

In the first instance, it is the class teacher's responsibility to support the victim. Measures could include:

- Appointing a circle of friends or a single 'buddy' to befriend the pupil and report any further incidents;
- Teacher support to help integrate the child within a friendship group;
- Activities to raise the pupil's self-esteem;
- Checking after each break time and lunch time that no further incidents have taken place.
- Restorative Justice

Curriculum Support and Preventative Measures

To prevent harmful behaviour, the school has strategies in place which include:

- Emphasising to children what behaviour is acceptable;
- Raising awareness of bullying behaviour, while recognising what is not bullying behaviour, through Relationships and Health Education (Jigsaw programme) and anti-bullying activities e.g. anti-bullying week;
- Teaching children to talk about their problems;
- Empowering children to solve some of their own problems; but to recognise when problems become too big for them to handle;
- Teaching children how to get help and advice, including raising awareness through visible displays of posters e.g. Childline;
- Empowering bystanders to intervene appropriately and report bullying behaviour;
- Demonstrating to children how we deal successfully with problems;
- Promoting inclusiveness and empathy towards other cultures, life styles and experiences, through the curriculum;
- Showing children that many adults will listen (but teach them how to cope if they do not) Demonstrating that if bullying behaviour within society is ignored, it flourishes;
- Dealing with problems sensitively (a heavy-handed approach encourages problems to go underground);
- Using a worry sharing system
- Training lunchtime supervisors regularly, use positive play at lunchtimes, regularly update resources;
- Whole school assemblies;
- Training all staff on anti-bullying;
- Engaging pupils in the process of developing school policy.

External multi agencies will be used in school as necessary to support school strategies. Materials will also be used from external sources in specific and individual cases.

Parents/Carers

We ask that parents/carers support the school through the Home-School agreement. To help us support the children in our care, we ask that parents and carers quickly bring to our attention problems that their children have shared with them at home or any concerns that they have about their child. If the class teachers know about worries early on, problems can be resolved before they escalate. If problems do continue to develop beyond this initial meeting, or are of a serious nature initially, we will involve a senior member of staff.

Bullying Outside the School Grounds

The school is not responsible for any bullying which happens off the school premises. However, should another school, a parent or child report incidents of bullying off the school premises, the following measures could be taken as appropriate to the situation:

- Passing on the concerns to the parent of the victim;
- Passing on information about the incident to parents of any pupil implicated as a bully;
- Passing on information to another Head Teacher if pupils from another school were involved;
- Arranging for the pupil to go home with other pupils or adults to prevent similar incidents from happening.

Confidentiality

Although we take confidentiality very seriously, we can never promise to keep all of the information that the children share with us private. If at any stage we were concerned about safeguarding a child, we would follow the school's agreed procedures (see Safeguarding policy).

Policy Review

Analysis will take place to evaluate effectiveness of strategies and procedures used in this policy on an annual basis, or sooner if an incident prompts the writing of a risk assessment. Incidents will be recorded by the class teacher and reported to the Head Teacher (or Deputy Head Teacher) and added on Edukey. These will be monitored and information reported to relevant groups. This policy will be formally reviewed every 2 years.