Kensington Avenue Primary School

Anti-Bullying Policy

Adopted by: Governing Body   **Date:** December 2018

Last reviewed on:

Next review due by: December 2021

All statements contained in this policy document also apply to the EYFS department at Kensington Avenue Primary School. Throughout this policy we have paid due regard to and complied with the following statutory regulations:

- KCSIE Sept 2018
- Working Together To Safeguard Children 2018
- What To Do If You Are Worried A Child Is Being Abused 2015
- Special Educational Needs and the Disability Code of Practice 2015
- The Prevent Duty Guidance for England and Wales 2015 including the use of social media for on-line radicalisation July 2015
- Fundamental British Values as stated in the Prevent Strategy 2015
- The Education (Independent School Standards) Regulations 2014
- Behaviour and Discipline in Schools 2016
- The Children and Families Act 2014
- The Children's Act 2004
- The Children's Act 1989
- The Education Act 2002
- General Data Protection Regulations 2018

Aim

We aim to provide the highest standards of education, in an inclusive environment, through effective learning and teaching for all, with a broad, balanced and personalised, relevant curriculum that includes all statutory requirements. We value equity and inclusion and believe that in supporting all learners to become confident individuals able to live safe, healthy and fulfilling lives they will become lifelong learners and responsible citizens who make a positive contribution to society that deals effectively with economic, social and cultural change.

We will:
- ensure that our school reflects and celebrates the diversity of the community and that everyone develops respect for all
- recognise learners similarities and differences and provide creative learning opportunities that are tailored to ensure all learners reach their full potential
- encourage and develop independent thinking, risk-taking and problem-solving skills, develop learners confidence and positive self-identity and ensure that everybody shows kindness and understanding towards others
- ensure the efficient use of resources: human, physical and financial, in order to provide best value. We will also provide a safe, caring, happy and stimulating atmosphere within an aesthetically pleasing sustainable environment
- provide inspirational leadership and efficient management, with effective communication at all levels. We will empower our children to gain these skills for themselves
- continue to encourage team work amongst all the staff and stakeholders, promoting respect, openness and honesty, where everyone has a voice
- maintain a committed educational partnership between children, staff, parents/carers and Governors. We will also further establish links with other educational providers and the wider community,

Related policies
Behaviour policy, Safeguarding policy, Child Protection policy.

Bullying

Our aim 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 our school. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school. It is the responsibility of all members of the school community to support this aim.

Statutory Duty of Schools

The Head Teacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. All school staff are alert to signs of bullying and will act promptly and firmly against it in accordance with school policy.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can be:

- Emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical- pushing, kicking, hitting, punching or any use of violence
- Racist- racial taunts, graffiti, gestures
- Sexual- unwanted physical contact or sexually abusive comments
- Homophobic- because of, or focusing on the issue of sexuality
- Verbal- name-calling, sarcasm, spreading rumours, teasing
- Cyber- All areas of the internet such as email and internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology , i.e. camera &video facilities
- SEND based- derogatory insults and terminology

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has unexplained cuts or bruises

- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a 'cyber-message' is received

Why does bullying happen?

All incidents are treated seriously and dealt with immediately. There are various strategies that can be applied if more than one pupil is involved in bullying another. The Social and Emotional Aspects of Learning (SEAL) resource is used throughout the school to develop empathy and emotional intelligence. Circle time, Role Play and other techniques are used to support work in tackling bullying. Explicit assemblies are held.

Such techniques are an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Children who have been bullied need to feel secure in the knowledge that assertive behaviour and walking away can be effective ways of dealing with bullying.

Parent/Carer Involvement

The parents/carers of pupils using bullying behaviour and their victims will be informed and asked to support strategies proposed to tackle the problem. The pupil using bullying behaviour will be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Pupils persistently involved in bullying behaviour may be excluded). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

Parent/carers have a responsibility to inform their child that they must tell someone should they ever be bullied. Keeping information from the school, or from adults, will never help a problem to be solved, and will prolong the period a victim has to suffer. Where necessary we call on outside agencies to support our action.

The following steps may be taken when dealing with incidents:

- Children will be taken seriously and listened to
- If bullying is suspected or reported, the incident will be escalated by the member of staff who has been informed.
- All parties involved will be interviewed to establish the facts.
- The incident will be investigated by the class teacher or phase leader on the first instance and the facts established.
- A clear account of the incident will be recorded and handed to a senior member of staff.
- Class teachers will be kept informed.
- Parent/carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.

When a report of bullying is received, pupils will be supported by:

- Offering an immediate opportunity to discuss the experience with a class teacher, member of the inclusion team or any member of staff.
- Further investigation into the reports received. On the first instance this will be by the class teacher, supported by the phase leader. If incidents persist, this will be escalated to a member of the senior leadership team.
- Ways forward to include actions and strategies will be planned – these may be written as a personal plan
- The positive self-image of the child will be considered, alongside strategies that deter and block bullying behaviour
- There will be a planned review.
- Parents/carers will be informed.

Pupils who have bullied will be helped by:

- Adults at school will work to establish the inappropriate action and provide support to change their attitudes and behaviour.
- Informing parents/carers to help change the attitude of the pupil
- Additional support from outside agencies may be sought if necessary

The following disciplinary steps may be taken:

- Official warnings to cease offending
- Exclusion from certain areas of school premises
- Internal fixed term exclusion
- External fixed term exclusion
- Permanent exclusion

Further Support
Anti-bullying Alliance
The alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations that can help with bullying issues.
www.anti-bullyingalliance.org.uk

Kidscape
www.kidscape.org.uk
02077303300

Childline
Advice and stories from children who have survived bullying
08000 1111

Bullying on line
www.bullying.co.uk

Parentline Plus
Advice and links for parents

www.parentlineplus.org.uk
08088002222

Parents Against Bullying
01928 576152

Young Minds
https://youngminds.org.uk

Useful sources of information

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.