Kingsway Community Primary School

Anti-bullying Policy

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Contents:

Statement of intent

Kingsway Community Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant, and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Restorative Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Appendix 1

1. Definition

1.1. For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

1.2. Bullying is generally characterised by:

- **Repetition**: Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent**: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting**: Bullying is generally targeted at a specific individual or group.
- **Power imbalance**: Whether real or perceived, bullying is generally based on unequal power relations.

1.3. Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

1.4. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Children who are looked after or previously looked after
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

2. Types of bullying

2.1. Many kinds of behaviour can be considered bullying and can be related to almost anything.

2.2. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, physical/mental health conditions, culture, disability, or SEND are some of the types of bullying that can occur.

2.3. Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Sexually
- Online (Cyber)
- prejudicial

2.4. **Racist bullying:** Bullying another person based on their ethnic background, religion, or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

2.5. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

2.6. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

2.7. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate, or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

2.8. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal, or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

2.9. **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g., SEND or mental health issues.

2.10. **Relational bullying:** Bullying that primarily constitutes of excluding, isolating, and ostracising someone – usually through verbal and emotional bullying.

3. Roles and responsibilities

3.1. The governing body is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy considering these.

3.2. The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a bullying record of all reported incidents on MyConcern, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data on MyConcern at half termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

3.3. Headteacher and Deputy Head are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

3.4. Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the Headteacher and Deputy Head of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

3.5. The SENDCo is responsible for:

- Offering emotional support to victims of bullying.
- Alerting the relevant staff regarding any incidents of bullying.

3.6. Parents are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

3.7. Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

4. Prevention

4.1. All reported or investigated instances of bullying will be investigated by a member of staff.

4.2. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.

4.3. All types of bullying will be discussed as part of the curriculum.

4.4. Diversity, difference, and respect for others is promoted and celebrated through various lessons.

4.5. Seating plans will be organised and altered in a way that prevents instances of bullying.

4.6. Potential victims of bullying are placed in working groups with other pupils who do not abuse or take advantage of others.

4.7. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

4.8. All members of the school are made aware of this policy and their responsibilities in relation to it.

4.9. All staff members receive training on identifying and dealing with the different types of bullying.

4.10. A safe place, supervised by a teacher, is available for pupils to go to during free time if they feel threatened or wish to be alone.

4.11. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

4.12. Pupils deemed vulnerable, as defined in section two, will meet with their class teacher once per week to ensure any problems can be actioned quickly.

4.13. Class teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

4.14. Before a vulnerable pupil joins the school, the pupil's class teacher and the Headteacher will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.

4.15. The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

4.16. The school will ensure potential perpetrators are given support as required, so their educational, emotional, and social development isn't negatively influenced by outside factors, e.g., mental health issues.

5. Signs of bullying

5.1. Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

5.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional, or mental health issues, so are still worth investigating.

5.3. Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

5.4. In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- ❖ They have experienced mental health problems, which have led to the pupil becoming aggravated
- ❖ They have been the victim of domestic abuse
- ❖ Their academic performance has started to fall, which has meant they are stressed

5.5. If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation.

6. Staff principles

6.1. The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

6.2. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

6.3. Unpleasantness from one pupil towards another is always challenged and never ignored.

6.4. Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

6.5. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.

6.6. If a member of staff believes a pupil is in danger, e.g., of being hurt, they will inform the Headteacher immediately.

6.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

7. Follow-up support

7.1. The progress of both the bully and the victim are monitored by their class teacher.

7.2. One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

7.3. If appropriate, follow-up correspondence is arranged with parents one week after the incident.

7.4. Pupils who have been bullied are supported in the following ways:

- ❖ Being listened to
- ❖ Having an immediate opportunity to meet with their class teacher or a member of staff of their choice
- ❖ Being reassured
- ❖ Being offered continued support
- ❖ Being offered counselling, where appropriate

7.5. Pupils who have bullied others are supported in the following ways:

- ❖ Receiving a consequence for their actions
- ❖ Being able to discuss what happened
- ❖ Being helped to reflect on why they became involved
- ❖ Being helped to understand what they did wrong and why they need to change their behaviour
- ❖ Appropriate assistance from parents

7.6. Pupils who have been bullied will be assessed on a case-by-case basis and the SENDCo will, if necessary, refer the victim of bullying to RISE.

7.7. In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the Headteacher will look to transfer the pupil to another mainstream school.

7.8. Where a child has developed such complex needs that alternative provision is required, the pupil who has been the victim of bullying, their parents, the Headteacher and class teacher will meet to discuss the use of alternative provision.

8. Bullying outside of school

8.1. The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

8.2. Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

8.3. Where bullying outside school is reported to school staff, it is investigated and acted on.

8.4. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g., on a school trip.

8.5. The Headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.

8.6. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police are always informed.

Bullying is when a person or group of people frequently behave in a way, over a period of time, causing verbal, physical or emotional harm. It is not accidental and is targeted at a specific person or group of people.
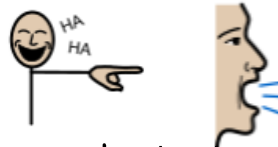
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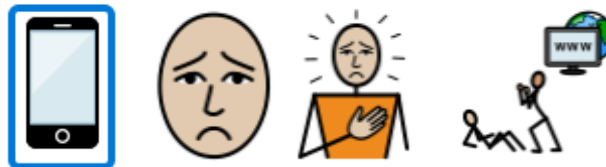
Emotional: Hurting people's feelings, leaving you out.
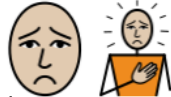
Physical: Punching, kicking, spitting, hitting or pushing.

Verbal: Being teased, name calling.

Cyber: Saying unkind things by text, e-mail and on the internet.

Prejudicial: Behaving in a way to cause harm to those people with Special Educational Needs or Disabilities.

What should you do?

Tell a member of staff   Don't make counter threats   Walk away if unsafe