



Anti-Bullying Policy

INTRODUCTION

Kilnhurst Primary School recognises there is a need to safeguard the welfare of all those within the school community and to encourage cooperation, tolerance and harmony.

Kilnhurst Primary School is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils and strive to create a climate in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Kilnhurst Primary School. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively. Kilnhurst Primary School is a telling school and anyone who knows that bullying is happening should be able to inform a member of staff in safety.

DEFINITION

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

Those who bully aim to hurt by means of force, intimidation or ridicule in order to control others or perhaps to inspire a reaction that escalates the situation

Some reasons for bullying include:

- Race, religion or culture
- Special Education Needs or disability
- Appearance or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying

It is important to understand that bullying is not an odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of the child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. Bullying is defined as **Several Times on Purpose.**

THE EFFECTS OF BULLYING

The most common effects of bullying are:

- anxiety and depression, which can lead to intermittent and long-term absence from school, resulting in under-achievement
- poor self-esteem which prevents pupils from forming positive relationships and can lead to feelings of worthlessness and betrayal
- withdrawal which may lead to reduced participation in school and other activities, isolation or self-harm
- loss of identity
- guilt that the victim `allowed` it to happen
- mental health difficulties

SIGNS AND SYMPTOMS OF BULLYING

The pupil may:

- be frightened of walking to or from school
- be unwilling to go to school
- begin to perform poorly in school
- become withdrawn
- have books, clothing or possessions that are damaged
- become distressed/stop eating
- cry easily/have nightmares
- become disruptive/aggressive
- have possessions which go missing
- begin stealing (to pay the bully)

AIMS OF OUR ANTI-BULLYING WORK

What we will do as a school

- Ensure the whole school community has an understanding of bullying and its consequences
- Appoint a designated member of staff as anti-bullying officer.
- Appoint an Anti-bullying Governor
- Ensure that there are clear and consistent pathways for reporting incidents of alleged bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of alleged bullying in line with RMBC guidelines
- Develop a preventative approach to bullying. Children will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify and make safe, areas in school where bullying could occur.
- Be aware of factors which may cause some children to be more vulnerable than others.

- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
- Regular praise of positive and supportive behaviour by all staff.
- Work in school which develops empathy and emotional intelligence.
- Any incidents are treated seriously and dealt with immediately.

How we will work with victims of bullying

- Ensure that there are clear pathways for reporting alleged bullying.
- Ensure that victims are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed

How we will work with those accused of bullying

- Ensure that perpetrators are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
- counselling/instruction in alternative ways of behaving
- rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
- adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)

How we will work with bystanders

- Ensure that they are listened to
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

Strategies we may use include

- Circle Time
- Assemblies
- Support from external agencies eg Anti-Bullying Development Officer.
- Sharing good practice with other schools
- Participation in Anti-Bullying Week

How we will educate the school community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Ensure that the anti-bullying officer and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.

- Ensure that children learn to recognise, respect and value the differences between groups of people within the school community (Social, Moral, Spiritual and Cultural education via the curriculum)

How will we work with parents and carers

By ensuring that:

- there are clear pathways for parents/carers to report incidents of alleged bullying, including who to actually report the concern to..
- every opportunity is given to parents/carers to share their concerns.

Where a parent/carer is dissatisfied with the school's handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked

How we will support staff

We will ensure appropriate agencies contact details who can support staff are available e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol)

COMBATING BULLYING

Kilnhurst Primary School is aware that bullying must be tackled on two levels, by focusing on preventative work, but also by responding appropriately when incidents do occur. We are working hard to improve behaviour and encourage children and young people to positively manage their own behaviour. We teach our children that as well as having rights, the choices they make will also bring responsibilities.

We shall be using the following strategies to ensure that we have a clear, consistent and effective approach to bullying:

- an agreed definition of bullying with a base line measurement, as the beginning of an awareness raising campaign
- a strong ethos in Kilnhurst Primary School, promoting tolerance and respect for difference and diversity
- positive leadership from senior staff and governors on tackling bullying
- The Headteacher will be responsible for co-ordinating anti-bullying issues.
- a clear anti bullying policy. The policy will be reviewed regularly by staff, governors, parents and pupils
- a planned approach in PSHCE Curriculum to the issue of bullying in a context which promotes self-esteem and confidence in relationships
- regular training for all staff to raise and maintain awareness, to alert them to indicators which may suggest bullying and to equip them with ways of responding to it
- confidential and varied methods for alerting the school to current instances of bullying e.g. 'Worry Box' , Circle Time, Emotions Chart
- adequate supervision of the school site, especially toilets, lunch queues and distant areas

- increased supervision levels and, as appropriate, safe areas for pupils who feel threatened at break times.
- rewarding non-aggressive behaviour
- encouraging cooperative behaviour
- the use of Behaviour Charts and De-escalation Plans for those children experiencing interpersonal and peer relationship difficulties
- close monitoring of those children with Special Educational Needs
- Sharing proven good practice with colleagues both in Kilnhurst Primary School and in our cluster of schools

DEALING WITH ALLEGED BULLYING INCIDENTS/ALLEGATIONS

Where a pupil reports/alleges a bullying incident to an adult, or an adult witnesses the following are agreed school procedures:

- the Head or Deputy Head is informed
- staff will ensure the immediate safety of all other staff, pupils and property. It maybe that in exceptional circumstances there is a risk of injury to an individual such that physical intervention is required. In which case the member of staff would follow the school's policy on Positive Handling.
- any injured child/children or staff will receive appropriate medical attention as soon as is practicable
- all incidents will be recorded, including the facts of the incident, action taken and a report of the follow up interviews. Incident recording will be done on Arbor.
- both the victim(s) and bully(ies) should be interviewed separately to establish the facts without apportioning blame. At this stage the use of restorative practice will be extremely important using the 3 bubble process:

What happened? -----Who has been affected by this? -----What needs to happen now?

- a decision should be taken regarding whether to contact the parents of both the victim(s) and bully(ies)
- In the light of the incident, it may be appropriate to review existing behaviour policy and/or procedures.
- appropriate sanctions and support will be discussed and agreed upon
- the opportunity should be available after the incident for both the victim(s) and bully(ies) together to discuss their difficulties with a responsible and confident adult

INTERVIEWING THE VICTIM

The child will be informed that notes will be taken of the conversation, and both will agree at the end that what has been written is a true record. Staff will be aware at all times of possible Child Protection issues. Confidentiality will not be promised.

- staff will listen objectively and without favour to what is being said. The pupil(s) will be encouraged to share what they are feeling
- staff will ascertain who has been involved, including bystanders

- staff will discuss with the victim(s) what they would like to see happen and arrangements for the future
- staff may offer coping/preventative strategies if appropriate
- discussions around reparation/compensation will take place if property is damaged/destroyed
- a realistic time scale for investigating and reporting back to the victim(s) will be given

INTERVIEWING THE ALLEGED BULLY/BYSTANDER

Research suggests that by telling the alleged bully(ies) how the victim(s) is feeling, this raises their awareness of the pain they are causing and can cause a positive change in their behaviour. Staff will inform the child(ren) that notes will be taken of the conversation and both will agree at the end that what has been written is a true record. Staff will be aware at all times of Child Protection issues. Confidentiality will not be promised. The following approaches may be used as appropriate to the incident:

- staff interviewing the bully(ies)/bystanders will not apportion blame, but rather approach the pupils in a non-confrontational manner with the emphasis on problem solving
- staff will explain they would like to talk to the child(ren) as they are aware the child has been unkind to/causing problems for (name of victim). Staff will ask the child(ren) if they know how (name of victim) is feeling right now
- staff will explain that the bully(ies)/bystanders are responsible for those feelings and this is not acceptable.
- the staff member will ask for suggestions to help the victim(s) feel better and to help solve the problem
- school may wish to send copies of the reports to the parents/carers of those children involved
- appropriate contact will be maintained with both sets of parents/carers until the situation has been resolved

If the bullying persists, this strategy may be combined with other positive interventions and targeted actions such as:

- Circle time
- Support from external agencies, e.g., Behaviour Support Service, Educational Psychology Service, NSPCC, Childline
- School Council
- a whole school anti-bullying week as the beginning of an on-going campaign
- the appropriate encouragement of peer disapproval

Any sanctions invoked following the incident will be in line with the school's behaviour policy.

We are aware of the need to deal with allegations or incidences of bullying sensitively. We also appreciate the importance of dealing with all the children involved in a way which communicates disapproval where appropriate, but also treats them with dignity.

WORKING WITH PARENTS/CARERS

We will work with parents/carers to minimise the likelihood of further bullying regardless of whether one is talking about the child who has demonstrated bullying or the one who has been bullied. A record of the meeting will be logged on Arbor.

We will endeavour to give parents every opportunity to discuss their concerns as soon as practicable. We will emphasise the importance of working together to solve problems and create realistic solutions that are acceptable to all concerned.

Kilnhurst Primary School appreciates there will be occasions when the parents and carers of one or both sets of students involved will feel the school has not sanctioned appropriately. Parents or carers will be given the opportunity to share their concerns and if appropriate, staff will discuss the decisions to impose the particular sanction(s) with them.

Where a parent is dis-satisfied with the school's handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the agreed complaints procedure for the school will be invoked.

Kilnhurst Primary School actively encourages and welcomes comments, questions and suggestions regarding our anti-bullying policy. Please contact the Headteacher / Deputy Head on 01709 570590.

Review details

Responsibility	SLT
Date of last review	July 2024
Date of next review	July 2025
Date ratified by local Governors and/or Trustees	September 2024