



KERR MACKIE PRIMARY SCHOOL

ANTI-BULLYING POLICY

Adopted by Kerr Mackie Primary School T & L Committee on:

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Signed by Chair of T & L Committee:

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To be reviewed by Governors on:

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Anti-Bullying Policy

Article 23 A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

ANTI-BULLYING POLICY

Rationale / Intention

At Kerr Mackie Primary we are committed to creating a caring, happy, friendly and safe environment for all our children so they can learn in a relaxed and secure place. All members of our school community **care** about each other; we all have high regard for our school **community**; we **challenge** ourselves and each other to commit to high levels of respect for each other and our school environment. Bullying of any kind is unacceptable within our school community; if bullying does occur, we are **confident** that all children will be able to tell someone and know that incidents will be dealt with promptly and effectively, in line with our restorative practice framework, to ensure concerns are heard, harm is repaired and relationships are rebuilt. Within our school community, we are respectfully **curious** about each other and celebrate our differences, knowing that our strength as a school community, built on the foundations of our relational and restorative ethos, will support our work against any form of bullying. All members of our school community are expected to tell staff if they are aware of any bullying behaviours within our school so that it can be dealt with.

Objectives/Intention

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- We do not tolerate bullying of any kind: religious; gender-based; racial; disability; family circumstances; sexuality.

What is Bullying?

Bullying can be described as being REPEATED deliberate acts done to cause distress. Bullying behaviour is carried out to give a feeling of power, status or other gratification to the bully / bullies. Our Anti-bullying Ambassadors, after training and discussion with staff, have created their own definition of what bullying means to them:

At Kerr Mackie we believe bullying is repeated negative actions that make a person feel uncomfortable, unsafe, unhappy or scared. This could be done physically, indirectly or verbally.

Bullying can occur through several types of anti-social behaviour. It can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual unwanted physical contact or sexually abusive or sexist comments

- Homophobic because of/or focussing on the issue of sexuality
- Online/cyber setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Child on child
- Transgender
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone.

Bullying is if an act is done several times, on purpose. Children sometimes fall out or communicate distress through unexpected behaviours. These situations are addressed through restorative conversations to rebuild relationships but are not classed as bullying unless behaviours are repeated and deliberate.

We teach children about this distinction and work hard as a community to ensure that all community members are respected, using our restorative approach to repair harm.

Signs and Symptoms

There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should use professional curiosity and restorative enquiry to investigate further and take whatever supportive measures are most appropriate. They may include:

At home:

- Fear of going to or from school
- Unwillingness to go to school
- Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Arrives home feeling very hungry (because lunch has been taken)
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (e.g. torn books)
- Possessions 'go missing
- Asks for money or steals money
- Is afraid or reluctant to use the internet or mobile phone
- Is nervous or secretive when a text or e-mail is received

At school:

- Deterioration of work
- Looks for excuses to stay in school instead of going out with other children
- Misses school

In both locations:

- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Begins to stammer
- Unexplained cuts or bruises
- Bullies other children or siblings
- Changes his or her eating pattern
- Gives improbable excuses for his or behaviour or to account for any of the above
- Is reluctant to talk about any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures / Implementation

What Will the School Do?

We take all instances of bullying very seriously:

- Incidents will be responded to using the restorative framework set out in the Good Relationships and Positive Behaviour Policy, including a 3Es conversation (Engage, Explain, Expect) and/or healing circle
- All incidents are recorded on CPOMS and reviewed regularly by Phase Leaders, the Inclusion Team and SLT
- Bullying behaviour or threats of bullying will be fully investigated and the bullying stopped quickly
- Children causing harm will take part in restorative work to understand the impact of their behaviour, take responsibility and collaboratively agree actions to repair harm. This may include additional intervention work with the Inclusion team/Phase Leaders and/or SLT
- Where a pupil is unable or unwilling to engage restoratively, or where harm is significant, additional reflective time or consequences may be used in line with the whole-school behaviour policy
- Parents will be informed where incidents are considered serious or on-going and may be invited to a meeting to discuss the problem
- Persistent bullies will be closely monitored and supervised in line with our Good Relationships and Positive Behaviour Policy. In some extreme circumstances, exclusion may be considered
- If appropriate, the victim and the bully will receive counselling and/or support
- If appropriate, outside agencies will be involved

Outcomes

- Repairing harm is prioritised. If possible, the pupils will be reconciled using restorative practice techniques – pupils will participate in restorative conversations, reactive circles or restorative conferences to rebuild relationship
- Consequences may be used where restorative engagement is not successful
- Serious or repeated bullying may lead to internal or external suspension in line with DfE guidance
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Our commitment is to provide a caring, happy, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. We expect that every adult and child commits themselves to stamping out any bullying behaviour at Kerr Mackie Primary School.

Prevention

Through our PHSE spiral curriculum, each year group have a series of lessons that encourage debate and opinions to be shared in an age-appropriate way, building on their previous learning.

Our whole-school culture is built on the foundations of good relationships and restorative practice principles. Our community check-ins, daily circles and community builder activities support this ethos and ensure that the 5Cs are embedded in daily school life.

Anti-bullying Ambassadors are recruited across the school and receive training through the Anti-Bullying Ambassador Programme. This programme equips students and staff with the tools needed to tackle bullying behaviour head on and create a safer, kinder school community. Anti-bullying Ambassadors work with their peers and with staff to ensure that we have a proactive approach to stopping bullying behaviour.

What can staff do?

- Deal with all bullying behaviour promptly
- Build strong, trusting relationships with pupils
- Promote emotional understanding and regulation
- Use restorative enquiry questions and the PACE approach to support children through relational difficulties.
- Provide an environment where pupils feel confident to share concerns in an atmosphere of trust e.g. circle check-ins
- Provide an environment where pupils feel confident that their concerns will be listened to and acted upon
- Encourage pupils in their discussion of feelings and emotions and provide a range of opportunities for this to be done in a safe way
- Supervise pupils positively, providing positive role models for play and social interactions
- Challenge inappropriate language of any kind; teaching children why this language is inappropriate and providing positive models of appropriate language
- Promote work on promoting self-esteem and resilience of pupils
- Encourage pupils to take on duties and responsibilities
- Be firm, fair and consistent,
- Promote the principles of our relational and restorative approach

- Keep aware of current government guidelines through attending appropriate CPD eg. CP Training, Prevent Training

What Can a Child Do?

If it is someone else:

- Tell an adult, teacher, teaching assistant, a member of the Inclusion team, SLT, the Headteacher
- Tell an Anti-bullying Ambassador
- Support the victim by being an upstander and showing that you disapprove of bullying

If it is you:

- Tell a trusted adult
- Tell a friend
- Do not agree to keep the bullying a secret
- Tell the bully to stop
- Say, very firmly, 'No', and walk away
- Avoid fighting back — this often makes things worse

What Can a Parent Do?

If your child is being bullied:

- Ask him or her about it directly
- Remain calm
- Take the bullying seriously and find out the facts
- Talk to someone at school — this may be the Class Teacher, Phase Leader, one of the Assistant Headteachers/SENCO, Headteacher, member of the Inclusion Team
- Help your child to develop self-assurance and confidence

If your child is a bully —

- Keep calm
- Try to find out the cause of your child's bullying – use a restorative enquiry approach to be curious
- Discuss your concerns with the Class Teacher, Phase Leader, one of the Assistant Headteachers/SENCO, Headteacher, member of the Inclusion Team
- Work with school to restore relationships and support change
- Try to monitor where your child goes and who he or she plays with
- Set clear guidelines for the behaviour you expect
- Provide a positive role model for your child, both on and offline

Monitoring and evaluation of this policy:

The policy will be reviewed by the Governing Body on an annual basis.

Parents and children will be asked to complete annual behaviour and safety questions on surveys. These will include specific questions about how safe children feel in our school. Feedback from these questionnaires will be collated, shared and actions communicated.

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/responding-sexual-and-sexist>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame