

GLENMEAD PRIMARY SCHOOL

ANTI-BULLYING POLICY



Adopted: September 2021

ANTI-BULLYING POLICY.

This policy was written in consultation with staff and pupils at Glenmead Primary School.

Glenmead Primary School recognize that bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm

- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

The purpose of this policy statement is:

- to prevent bullying from happening between children and young people who are a part of our school community
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

This policy statement applies to anyone working on behalf of Glenmead Primary School, including senior managers and governors, paid staff, volunteers, sessional workers contracted to the school, agency staff and student teachers.

What is bullying?

Harmful behaviour/degrading treatment which is

- repeated
- targeted at a relatively defenseless or a less powerful person

Bullying is not...

- a conflict
- an argument
- a fight

Instead, it is a manifestation of a repressive relationship; an abuse of power and strength

Forms of bullying

- **Most often bullying is verbal (name-calling, public ridicule)**
- **Indirect bullying (excluding a person from a group, spreading mean stories about him/her) is also quite common**
- **Physical bullying (pushing, hitting, kicking) is not that common**

All types of bullying have 3 main things in common:-

- It is deliberately harmful behaviour
- It is **repeated** often over a period of time
- It is difficult for those being bullied to defend themselves

Sometimes children hurt each other by accident. A fight or falling out between two children of equal strength and status **is not bullying**. When such incidents arise the school will deal with these in line with our behaviour policy. To make things clear to the pupils we use the acronym STOP as a guide on actions and a solution.

STOP= Several Times on Purpose

STOP= Stop it, I don't like it

STOP= Start Telling Other People

What do we know about bullying?

Bullying harms children and is not 'a rite of passage' to adulthood. Research shows that bullying in childhood diminishes the victims' ability to cope in difficult situations. This is why at our school, we take extensive measures to both prevent and tackle all forms of bullying.

Bullying can be either:

Direct – physical, name calling, teasing, mocking

Indirect – spreading rumours, negatively influencing the way others think about a victim, cyberbullying

A bullying situation doesn't just involve a bully and a victim. 'Bystanders' to bullying can either join in with the bullying (assistants and reinforcers) or stand on the side-line and do nothing (silent approvers).

Prevention at Glemead Primary School

We use the KiVa Bullying Prevention Programme to help prevent all forms of bullying. The programme was developed in Finland and has been used in the UK since 2012.

What is KiVa?

KiVa is a whole school anti-bullying programme specially designed for schools. It supports our three school rules: **Ready, Respectful, Safe**.

KiVa has been developed using careful research. KiVa uses all the best ideas from previous anti-bullying programmes used around the world.

We are trialling it in our school so that other schools can learn from us.

What does KiVa mean for pupils at Glenmead?

- KiVa is part of Personal Social and Health Education with special lessons, so everyone understands what bullying is.
- KiVa creates a safe atmosphere where everyone can express their opinion freely and with respect.
- KiVa encourages learning together about feelings, relationships; what is safe and unsafe.
- KiVa is about applying new skills to a range of social situations, both in and out of school, and learning to solve problems.
- KiVa is about having the skills and knowledge to understand what to do if you or someone you know is being bullied.

KiVa means we stand together against bullying.

The programme has been shown in large scale studies to be highly effective in reducing bullying in schools. The KiVa 'curriculum' is taught to all classes in Key Stage 2 (years 3-6). Each lesson lasts for approximately 45 minutes and is delivered throughout the year as part of the PSHRE curriculum.

During lessons the children typically learn about respecting others, including everyone, how to function in a group and how to help someone who is being bullied. The lessons are complimented by the KiVa computer game where students go into a virtual school and practice anti-bullying actions. The goal of the curriculum work is to educate students about their role in stopping bullying. Instead of being 'silent approvers' or 'assistants to the bully', children start to support the victimised child, developing a shared sense of responsibility within the class. At the end of each lesson, each class develop and agree on an antibullying class rule.

In Key Stage 1 we follow the KiVa strategies and messages. We teach lessons related to friendships and anti-bullying.

Tackling bullying incidents

Glenmead has a dedicated task force to tackle bullying, the 'KiVa Team'. The team consists of 6 adults in school who have been specially trained to tackle bullying incidents. The team are Mrs Moore, Mrs Harper and Mrs Pidgeon. Further support is provided to the team by 3 senior DSLs: Miss Abbott, Mrs Spencer and Ms Allan.

When a parent or student reports a case of bullying the KiVa Team will decide if it is bullying or a conflict or fight between children. All cases that fulfil the criteria for bullying are dealt with in a systematic way by the KiVa Team and all children involved will be spoken to individually.

After this, all those children who were involved in the bullying (not the victim) meet together as a group where they agree on how they will change their behaviour. Support for the victim is also identified during their meeting with the KiVa Team.

Follow up discussions with all students take place after an agreed amount of time to make sure that things are improving for the victim. All adults at the school have received basic awareness training about bullying and will report any concerns to the KiVa Team.

Parents of all those involved in a bullying situation are notified by the KiVa Team. However, discussions are primarily held between adults at the school and the students.

Guidance:

STAFF

- To ignore is to condone. Listen carefully and, if necessary, make a note of the incident.
- All staff to be aware of the times and areas, when and where bullying could happen e.g. cloakrooms; toilets; areas of the playground.
- Offer the victim immediate support and help.
- Ensure all pupils are aware that there are consequences to any anti-social behaviour and that incidents will be dealt with and the consequences made visible if necessary.
- Make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully.
- Stress that it is the “behaviour” and not the pupil that is unacceptable.
- Try to support the bully in changing the behaviour, by using practical, attainable targets.

PUPILS

- Children need to know and use “The Anti-Bullying Code”
 1. Tell them -“Stop it I don’t like it!”
 2. Tell someone else about how you feel (friend / adult / parent etc)
 3. Tell someone again if necessary

What to do if someone is being bullied:

- When someone is being bullied, take action. Watching and doing nothing can suggest support for the bully.
- If you see someone else being bullied tell an adult. (do not try to intervene)
- If you witness severe bullying (e.g. physical violence) then inform an adult immediately.
- You can write their concerns down and put in a school “Worry Box”

PARENTS

- Watch for signs of distress in your children, e.g. unwillingness to attend school, headaches, illnesses, missing personal items, requests for money, damaged clothes etc.
- It may be manifested as stomach pains, sleeping problems and tiredness.
- Listen when they talk to you about their social life, e.g. friends, playtimes, walking to and from school. • Do not assume all they tell you is “bullying”. Bullying is persistent / repeated anti-social behaviour.

- If you think your child is being bullied, inform the school immediately, using the Kiva screening form which you can find on the school website.
- If necessary, keep a written record.
- Do not encourage your child to “hit back”. It may make matters worse and not be in your child’s nature. Instead, encourage your child to make friends.

Examples of strategies for staff:

- Ensure that children can differentiate between “telling tales” and telling about bullying. (Telling tales – deliberately getting someone into trouble without any positive outcome. Telling about bullying – helping someone.)
 - Ensure that children can identify between ‘bullying’ and falling out or arguing with their friends (peer conflict).
 - Is the bullying a compensatory activity? e.g. no friends, academically poor, etc.
 - Use drama lessons for social skills work, e.g. Bullies and Victims (name-calling, how do others feel?) Dealing with anger and frustration.
 - The “bully” will need 1:1 work e.g. work on empathy / choices etc
 - Use Social Stories or similar if appropriate
 - Let the “bully” and victim talk together, if appropriate, with a teacher present.
 - Restorative practices to be used by trained adult so as not to escalate the situation.
 - Discuss the “bully’s” aggression / behaviour with his/her parents / carers
 - Praise good behaviour in the bully.
 - Give appropriate responsibility to the bully.
 - Use the curriculum for opportunities to counteract stereotyping and prejudice, e.g. cultural, racial, social, body image, sexual orientation - homophobic bullying etc.
 - Make sure adults and older pupils are modelling good behaviour. We need to monitor our own behaviour rigorously to set good examples.
 - Any damage done by the bully must be redressed as soon as possible.
 - All children in school need to understand what bullying is, and its consequences.
- Working with pupils who are victims

Working with pupils who are victims

- Let the victim and their parents/ carer know there will be a determined effort to stop the bullying.
 - Help him/her restore his/her self-esteem and confidence, eg. write down good things they think about themselves, especially those to do with the curriculum.
 - Make sure that the victim does not believe that the bully is right.
 - Take his/her mind off the bullying by helping master a new skill or by joining a new group, eg. Art Club/ Kombat Kids/Forest Schools/ Sports activity etc.
 - Help establish victim in a new peer group for play etc.
 - Ask older pupils (KiVa Champions) to be supportive.
 - Ensure victim has an adult contact.
 - Establish a nurture group with a trained adult e.g. Circle of Friends
 - Give self-protective strategies: Ensure children know the Anti-Bullying code

Talk through individual strategies for that child.

Rehearse strategies e.g. keeping calm and walking away

Stay with the group

Stay calm – walk away quietly but confidently

Always tell someone; don't be ashamed

- Ensure regular follow up after intervention has finished. Working with the child showing bullying behaviour
 - Discuss with the parents / carers ensuring they understand the issues
 - Determine if there are issues at home that could be causing the behaviour
 - Let the child and their parents know what the school plans to do
 - The school will put in place appropriate strategies depending on the needs of the child e.g. Behaviour Chart / IBP / Social Skills Group etc.
- Refer to outside Agency if appropriate – <https://www.lscpbirmingham.org.uk/early-help>
- Ensure regular follow up after intervention has finished.



Bullying Identified (Several incidents repeated over a short period of time)

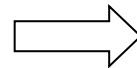
Concern raised by Parent/Pupil

Class Teacher or receiving member of staff to take details

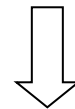
KiVa screening form completed.

[KiVa screening form](#)

Staff member refer screening form to a member of KiVa evaluation team.

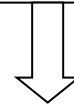


Class Teacher liaise with KiVa team

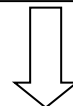


KiVa Team liaise with Lunchtime Supervisors.

High Profile during the lunchtime period.

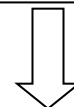


Cyber Bullying identified: Liaise with H Bhogal, COMPUTING leader in school.



Screening establishes peer abuse involving racial, homophobic or sexual abuse or harassment.

Escalate to DSL for additional record keeping and escalation



SEXUAL/ RACIST /HOMOPHOBIC Bullying: consider necessity of referral to outside agency.

<https://www.lscpbirmingham.org.uk/early-help>

Form evacuated and bullying established

Intervention agreed.

Meeting scheduled with pupils.

Support for victim agreed

Liaison with families, if necessary



KiVa team monitor and revisit the perpetrator/s and victim over an agreed period



DHT/HT involvement.

Exclusion considered if bullying perpetuated

Other helpful resources:

- [Behaviour and Discipline in Schools Guidance](#)

[Anti-bullying Video KiVa](#)

Legislative links:

- <https://www.gov.uk/bullying-at-school>
- [The Equality Act 2010 \(pending changes\)](#)

Specialist Organisations:

- [The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by the NSPCC and National Children's Bureau, the ABA brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- [Kidscape](#): Charity established to prevent bullying and promote child protection, which provides advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- <https://peacemakers.org.uk/primary-schools>: organisation that can provide support and training in restorative approaches, peace education and mediation for primary age pupils

Cyber-bullying:

- [ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves.
- [CEOP - online safety centre](#) – online support and advice about online abuse
- [Support and advice centre for parents and carers](#)

LGBT:

- [EACH](#): A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.
- [Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- [Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND:

- [Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- [Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

