

Kniveton church of England © Primary School

ANTI BULLYING POLICY

- How this Policy was Developed

This part of the policy was developed through discussion with children, staff, parents and Governors.

The school has a 'duty of care' towards its pupils with regard to bullying in that the Headteacher and staff stand in loco-parentis (in place of the parents). This duty of care includes protecting pupils from harm from bullying.

This policy takes full account of the school's legal obligations under the Education Inspections Act of 2006, the Equality Act (2010), the Equality Duty (2011) and the other advice mentioned in the 'Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies' publication produced by the DFE in 2011.

- Definition of Bullying

The term bullying refers to a range of harmful behaviours, both physical and psychological. All bullying behaviour usually has the following features.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

(Source of definition: Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies, 2011)

See Appendix B for

School Statement of Intent (with regard to its position on bullying)

This school believes that:

- Bullying is unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear. § All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect all individuals from bullying and other forms of abuse.
- All staff should be involved in dealing with incidents of bullying, effectively and promptly.
- All staff employ the proactive strategies suggested in Appendix 2

Specific School Targets

- To ensure all governors, pupils, teaching and non-teaching staff have seen and had the opportunity to discuss the policy.
- To ensure all staff are familiar with reporting incidents procedures
- To ensure all incidents of bullying are recorded.
- Code of Conduct (for school behaviour and relationships in the school community)
- We recognise that all adults in the school are in effect role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models.
- Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all students must:
 - show respect for their fellow students and adults working within the school community
 - support and be sensitive to others when they may be feeling vulnerable
 - actively seek to develop a praise culture within the school
 - actively support the school anti-bullying policy
 - take responsibility for their own behaviour

Equal Opportunities

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. The school will comply with the Equality Act to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Procedures and Dealing with Incidents – A Whole School Approach

- Role of pupils in recording a bullying incident

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 4 for Anti-Bullying Immediate Response Chart)

- Guidance for parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of cyber-bullying: -

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent.
- Where necessary report incidents to the police.

- Role of staff

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 4 for Anti-Bullying Immediate Response Chart)

- Sanctions

See the Behaviour Policy. 'The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable' (DFE 2011). Persistent bullying may lead to exclusion. However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to effect a positive change in the bullying behaviour.

- Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

§ The seriousness of the situation and the degree of harm that the pupil may be experiencing.

§ The pupils age, maturity and competence to make their own decisions. Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

- Monitoring Arrangements

This policy will be evaluated and updated where necessary annually by the whole school. The views of pupils and staff will be used to make changes and improvements to the policy on an ongoing basis.

- Policy Review and Development Plan

This policy will be reviewed annually by the PSHE coordinator using the views of staff and pupils.

- This Policy is linked to the Kniveton School Online Safety Policy and Behaviour Policy.

Appendix 1: Specific Examples of Bullying

Specific Examples of Bullying:

- Physical Abuse e.g. hitting, pushing, kicking, pinching
- Name Calling
- Forced to hand over personal belongings or having them taken
- Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

§ verbal abuse, name calling, racist jokes, offensive mimicry

§ physical threats or attacks

§ wearing of provocative badges or insignia

§ bringing racist leaflets, comics or magazines

§ inciting others to behave in a racist way

§ racist graffiti or other written insults, even against food, music, dress or customs

§ refusing to co-operate in work or play.

Macpherson report 1999

- Sexual bullying – this is generally characterised by:
 - abusive name calling
 - looks and comments about appearance, attractiveness, emerging puberty
 - inappropriate and uninvited touching
 - sexual innuendos and propositions
 - pornographic material, graffiti with sexual content
 - in its most extreme form, sexual assault or rape.

- Sexual orientation – this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:
 - use of homophobic language
 - looks and comments about sexual orientation or appearance.

- SEN or disability – These pupils are often at greater risk of bullying. This can be characterised by:
 - name calling
 - comments on appearance
 - comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be considered in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

- Cyber bullying: via texting, sexting, emailing or social networks – this is on the increase and can involve pupils receiving threatening or disturbing messages from possibly anonymous callers.

- Children in Kniveton School must have any mobile phones stored in the school office during the school day.

-Online safety lessons are now being taught to every year group. Pupils are being taught about how to use the internet and mobile phones responsibly and how to keep themselves safe.

Appendix 2: Strategies to Reduce Bullying

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including:

- Co-operative group work.
- Circle Time.
- Circle of Friends.
- The support group approach/No Blame Approach.
- Peer mediation.
- Midday supervisor training.
- Peer counselling.
- Buddy systems.
- PSHE programmes.
- Online Safety Work
- Drama
- Videos

Appendix 3: Support for Pupils Who Experience Bullying

If you are being bullied

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- Tell a teacher or another adult you trust within school.
 - Tell your family.
 - If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- § Keep on speaking until someone listens and does something to stop the bullying.

- Do not blame yourself for what has happened

When you are talking to an adult about bullying

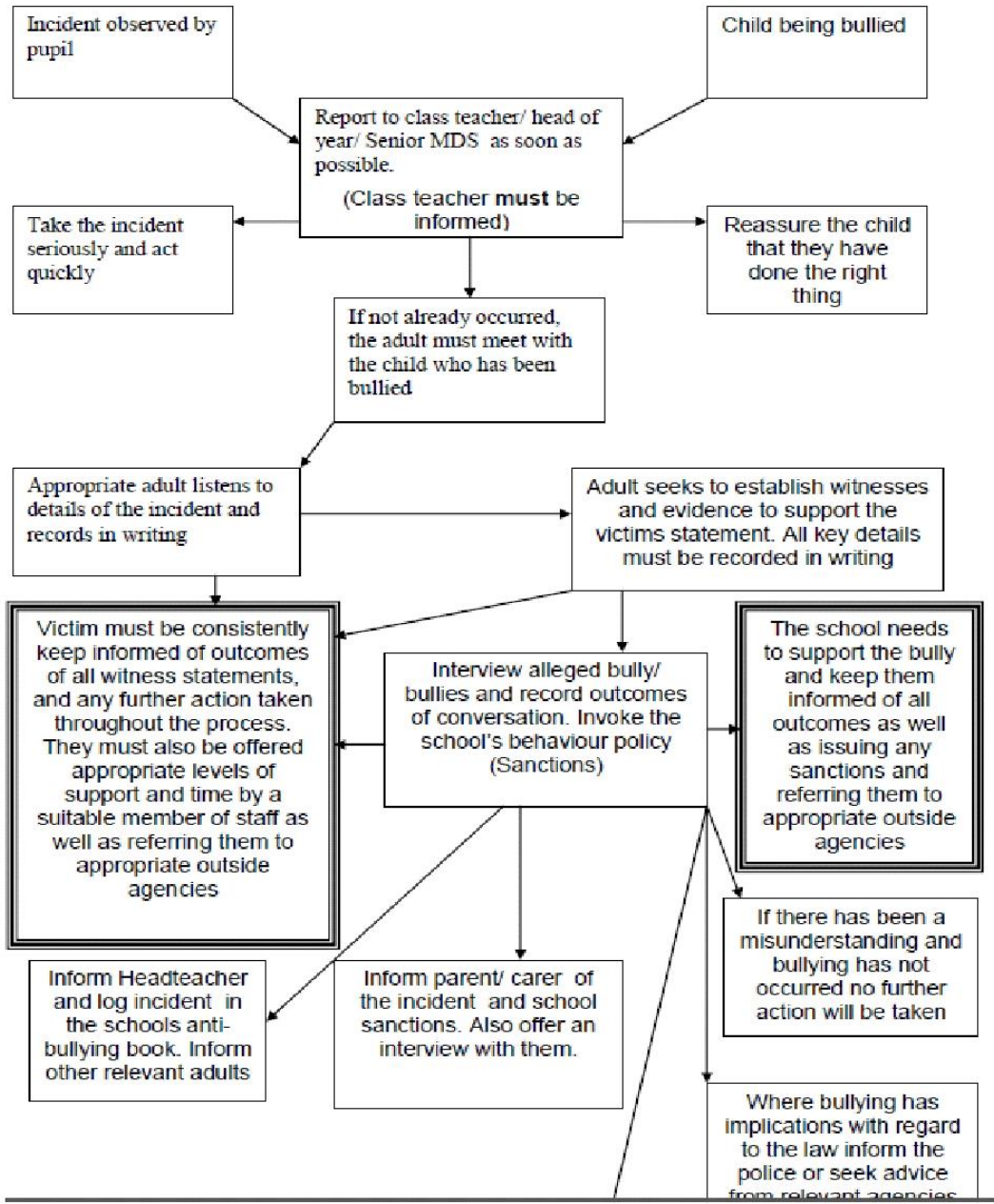
Be clear about

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone text messages or e-mail

- Tell a friend, parent or teacher.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.

Anti-Bullying Immediate Response Chart



Class teacher to speak to year group where appropriate to discuss inappropriate behaviour if it has been reported in a number of different cases

School Bullying Incident Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies. (Return to Head Teacher when complete.)

Report from _____ School name _____

Date of incident _____ Time of incident _____

Ethnic origin of victim _____ Ethnic origin of perpetrator _____

Indicate type of incident – please tick:

Name Calling

Teasing

Physical abuse

Having personal possessions taken (theft)

Receiving abusive text messages or e-mails (cyber bullying)

Being forced to hand over money (intimidation)

Being forced into something against their will (peer pressure)

Being ignored or left out (isolation)

Other (please specify below)

Details of Other:

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance

Disability

Gender

Race / ethnic origin

Religion

Sexuality

Brief description of incident

Action taken

Please tick if the incident led to perpetrator being excluded

Have you had contact with the victim's parent/guardian? yes/no

Have you had contact with the perpetrator's parent/ guardian? yes/no

Have you reported this incident to any other agencies? yes/no

If 'yes', which agencies?

Signed:

Designation.....