

Children First Learning Partnership



Inspiring Excellence Together

Anti-Bullying Policy 2021



The Anti-Bullying Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board in Spring 2021

Chair of Local Advisory Board:

Mr. C Clulow

Responsible Officer:

Mrs R Butler

Agreed and ratified by the Local Advisory Board on:

28.04.2020

To be reviewed:

March 2022 or earlier if required



Kingsfield First School

2021

ANTI-BULLYING POLICY

Learn Together, Play Together, Succeed Together

This policy is available on the school website, the shared staff area on the school network and on request from the Headteacher in hard copy. It should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- E-safety Policy
- Equal Opportunities Policy
- Behaviour Policy
- SEN Policy
- PSHRE Policy

PRINCIPLE OF POLICY:

To meet the requirements set out in the:

- The Children's Act 1989
- The Education and Inspection Act 2006
- The Equality Act

Rationale:

- We recognise that there are people with the potential for bullying in all organisations and at all levels.
- We stand against bullying; it is an anti-social behavior, that affects everyone; it is unacceptable and cannot be tolerated.
- We aim to promote justice, equal opportunities and fair treatment for all. We work in partnership with our parents, governors, pupils and all staff. We work hard to promote a safe community and a caring learning environment, where bullying in any form, is unacceptable.
- Children are entitled to come to school without worries and fears of bullying from **any** member of the school's community.

At Kingsfield First School we seek to provide a safe, secure and positive environment in which our children can develop and grow making full use of the range of facilities available to them. In order to ensure a safe, secure and positive environment exists children, young people and the adults involved with them are entitled to be treated with respect and understanding and to participate in any activity free from intimidation.

THE NATURE OF BULLYING

Bullying may be defined as the intentional abuse of power by an individual or group with the intent and motivation to cause distress to another individual or group. There are many different types of Bullying;

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. taking things or damaging someone's belongings).
- Verbal name-calling, insulting a person's family, threats of physical violence, spreading rumours or constantly putting a person down.
- Physical hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.
- Racist insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence.
- Sexual sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact or sexually abusive comments.
- Homophobic insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic violence.
- Cyber All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls.
Misuse of associated technology, e.g. Cameras.

It may occur frequently or infrequently, regularly or irregularly, but it should be taken seriously even if it has only occurred on one occasion. Bullying is not a phenomenon which occurs solely between children. The above definition can also be seen to characterise some adult/adult, adult/child and child/adult relationships.

In more serious instances where adults abuse their power over a child or a child does over another child, bullying may be viewed as child abuse and should be seen within this context.

Bullying can take place between pupils, between pupils and staff, or between staff. It can involve individuals or groups and be face-to-face-, indirect or use a range of cyber-bullying methods.

We are committed to creating a stimulating, motivated and happy learning environment.

Not all aggressive behaviour is bullying. Behaviour which appears to be bullying, may be exhibited by some children, especially very young children, without the intention or awareness that it causes distress.

Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such incidents of this behaviour should however be taken seriously.

BULLYING BEHAVIOUR

Bullying behaviour is not a natural part of growing up and should not be seen as such. Children and young people who bully are likely to experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Children and young people who bully are unlikely to stop if they are not challenged.

OTHERS INVOLVED

Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next.

Bullying promotes poor models of behaviour and may encourage others to imitate these models. Children and young people who have been bullied in one setting may well become bullies in another.

For children transferring from First to Middle school the fear of bullying is widespread and therefore this need must be addressed by the primary school to ensure that this fear is eradicated.

Evidence has shown that bullying is a major concern for parents and children of all ages. Bullying is unacceptable behaviour and will not be tolerated at Kingsfield First School.

Everyone in our school has a responsibility for the safety of others. All staff, children and young people are alerted to the fact that bullying can happen. We aim to provide and encourage a safe, listening 'no secrets' environment in which adults, children and young people feel free to discuss their concerns regarding bullying behaviour in an open fashion, on a regular basis whenever necessary.

Reporting of anti-social behaviour must occur promptly and should form an integral part of our race-equality and behaviour policy.

AN OVERVIEW OF ACTION TO BE TAKEN IF BULLYING OCCURS

1. Make anyone who alleges they have been bullied immediately feel safe
2. Any incident will be investigated and appropriate action taken as part of the investigation
3. Incidents will be recorded and subsequent action taken where needed
4. Due consideration will be given to confidential issues
5. Parents will be informed
6. Action will be monitored and evaluated
7. Victims of bullying will be supported by staff and guided as to further action needed
8. Appropriate action will be taken when necessary to prevent further bullying taking place

To ensure the above actions take place swiftly and effectively, specific roles and responsibilities are as follows:

PREVENTION:

At Kingsfield First School we aim to ensure that we promote an inclusive and supported ethos by:

- a general culture of positive behaviour/ positive whole school ethos/ respect focus;
- celebrating positive role models and behavior through the behavior traffic lights rewards
- supporting children to develop social qualities through additional intervention - The Burrow
- regular awareness raising opportunities to communicate anti-bullying messages, policy and practice and to celebrate the success of anti-bullying work;

- the role of the class anti-bully ambassador (Super Friend) lead by Mrs Nesbitt and strategies offered by the Trailblazers Teams
- opportunities to promote equality and to acknowledge and celebrate diversity; e.g. through the special person award
- curriculum/other activities that raise awareness, cultivate a sense of responsibility and develop skills to respond to bullying, either as a bystander or as a target;
- curriculum/other activities that develop social and emotional skills; such as linking with the community of Tall Oakes residential home
- Classroom resources to support communication such as the emotion boards and worry monsters
- opportunities to engage children and young people in planning anti-bullying activities and in supporting their peers; e.g. through the leadership roles of the Playground Leaders
- appropriate levels of adult supervision so that children and young people feel safe around the site and can be confident that bullying behaviour will be seen and acted upon at all times;
- transparent systems for reporting incidents of bullying so that children and young people and parents/carers know who to turn to and confident that their concerns will be taken seriously and acted upon.

PARTNERSHIPS

The school works in partnerships with other schools, Staffordshire County Council Services (including the Police and Health Services) to reduce bullying and promote safe communities.

The role of the Staff

As staff we shall continue to:-

- Organise the school to minimise opportunities for bullying.
- Use any learning opportunity for talking about ways of behaving towards one another (assembly, circle time, anti-bullying talks, PHSRE. lessons, SMSC. work)
- Make sure that children are aware of this policy, including the section on telling adults.
- Deal quickly and firmly with complaints using consequences from the 'School Behaviour Policy'.
 - A witness / incident statement form will be completed.
 - The incident will be investigated by the SLT.
 - The Incident will be recorded via SIMs.
 - Support will be offered to the victim.
 - If required support /or an Individual Behaviour Plan may be established.
 - Consequences will be issued where necessary as stated below:
- Involve parents when necessary
- Follow up to ensure the plan is working.

Teachers in our school take all forms of bullying seriously and will intervene to prevent incidents from taking place.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. Bullying behaviour would be recorded on the class traffic lights and logged on SIMS.

A logbook in the head teacher's room records all incidents of bullying and actions taken. This may include incidents that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should request access to the school bullying log to record the event.

In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as the DIP or social services.

Training is available to all staff which will enable them to become equipped to deal with incidents of bullying and behaviour management. Personal training requirements will be reviewed as part of the staff performance management annual cycle.

Teachers will attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of the Pupil

Without the support of our pupils we will not be able to prevent bullying. That is why our pupils will be consulted and will participate in the development, monitoring and review of anti-bullying policy and strategies. We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our pupils to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils:

- will support the Headteacher and staff in the implementation of the policy
- will not bully anyone else, or encourage and support bullying by others
- will tell an adult if they are being bullied, usually either a member of staff or parent (could suggest alternatives)
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied

Pupil Guidance

What can you do if you are being bullied?

Tell yourself that you do not deserve to be bullied.

- If you are different in some way be proud of it. It is good to be an individual.
- Try not to show that you are upset (which is difficult)
- Try to stay in a group of people. There is safety in numbers.
- Try being assertive - say 'NO' really firmly. Walk confidently even if you don't feel that way inside. Practise this.
- If you are being bullied try to give clear and accurate evidence of what happened, where and when.
- You have a right to defend yourself but be careful you don't 'bully back'.
- Tell an adult you trust. Teachers and staff will take you seriously and are experienced in dealing with bullies in a way which will end the bullying and will not make things worse.

Pupils must recognise that being a "bystander" is not acceptable and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

What can you do if you see bullying going on?

- Take action when someone is being bullied or is in distress. Watching and doing nothing looks as if you are on the side of the bully. It makes the victim even more unhappy and isolated.
- If you cannot get involved yourself, tell an adult immediately. Teachers and staff will deal with bullies without getting you into trouble.
- Try to be friends with people who do not bully others.
- Be supportive and sympathetic. If you are worried about helping someone, talk to an adult whom you trust.

See it? Hear it? Experience it? Report it!

The role of the Head Teacher

It is the responsibility of the Headteacher to implement the school anti bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on an annual basis.

The head teacher will ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head teacher will draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head teacher will ensure that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Parental Guidance

- Watch for signs of distress in your children. They may be unwilling to attend school, feel unwell regularly, or have missing equipment.
- Take an interest in your child's social life. Discuss friendships, how lunchtime is spent, and the journey to and from school.
- Inform the school immediately if you feel your child may be a victim of bullying behaviour. Your complaint will be taken seriously and an action plan will be worked out together.
- Don't encourage your child to hit back, this makes matters worse.
- Make sure your son or daughter knows there is nothing wrong with him or her. It is not their fault
- Monitor their use of the Internet, chat rooms and mobile phones.

The role of the Local Advisory Board

The local advisory board supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the local advisory body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The local advisory board will monitor the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors annually about the effectiveness of school anti-bullying strategies.

The local advisory board will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the local advisory board will notify the Executive headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the local advisory board.

Conclusion

Bullying affects everyone, not just the bullies and victims. It also affects those other children who watch, and less aggressive students can be drawn in by group pressure.

Bullying should not be accepted as an inevitable part of school life, nor as a necessary part of growing up. It does not usually sort itself out.

Everyone in the school community should take on the responsibility of ensuring a happy and secure environment for our children.

Monitoring and review

Owing to the sensitive nature of this policy the monitoring of its effectiveness takes place on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on an annual basis, this will include the number of bullying incidents recorded and the schools response and actions.

Governors will analyse the information provided with regard to gender, age and ethnic background of all children involved in bullying incidents, referring to other related policies such as Behaviour and SEND Policy.

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Reviewed: March 2021

Next review date: March 2022