



Anti-Bullying Policy

In conjunction with Keeping Children Safe in Education, our Safeguarding & Child Protection Policy PSHE Policy and Relationship, Behaviour & Discipline Policy

Adopted by Kenilworth Primary School Governing Body
January 2021

Next Review: March 2022

Anti-Bullying Policy

This policy is to be operated in conjunction with the Safeguarding and Child Protection Policy, PSHE Policy and the Relationship, Behaviour & Discipline Policy

“To support children to succeed academically and be happy, confident, resilient individuals, who are able to embrace the challenges of modern life”

The Vision

The vision for our school is:

- To support children to succeed academically and be happy, confident, resilient individuals, who are able to embrace the challenges of modern life

This is realised through our school aims and curriculum drivers:

Articulate

- ✓ - Able to use a wide and varied **vocabulary**

Knowledgeable

- ✓ Have experienced and retained a **rich diet of stories**
- ✓ Know famous **musicians, composers, artists, inventors and poets**
- ✓ Followed a **clear progression of knowledge and skills** across the curriculum

Respectful

- ✓ Have pride and understanding of their own and their **peers' community, heritage and culture**

Aspirational

- ✓ Have opportunities to experience **the world beyond Borehamwood**
- ✓ Have clear **goals for their future**
- ✓ Have developed **basic/life skills** and **social skills**

Healthy

- ✓ Have lots of varied opportunities to **learn outside**
- ✓ Understand **good mental health** and how to protect this
- ✓ Understand how to **live healthy lifestyles**
- ✓ To know how to **look after yourself** and **the world around you**.
- ✓ To have an understanding of **growth mindset** and apply it within their lives

"Bullying in any form is always unacceptable."

What is Bullying?

Staff and Governors at Kenilworth Primary School accept the definition:

"Bullying is persistent behaviour by an individual or group which knowingly, deliberately and systematically causes/seek to cause, or encourages others to cause, pain, distress, anxiety or fear to another individual or group whether physically, verbally or emotionally."

Bullying is defined as:

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

(DfE "Preventing and Tackling Bullying" 2014)

Or

The Anti-Bullying Alliance defines bullying as ***"the repetitive, intentional hurting of one person by another where the relationship involves an imbalance of power"***.

There are different ways in which bullying takes place. The bullying in school is usually done directly to the victim.

All bullying is “emotional” and plays on weakness: the imbalance of power.

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

- **Emotional:** being unfriendly, excluding, tormenting.
- **Physical:** pushing, kicking, hitting, or any use of violence.
- **Racist:** racial name calling, graffiti, unacceptable gestures.
- **Verbal:** name calling, spreading rumours, teasing.
- **Sexual:** unwanted sexual contact, sexually abusive or comments.
- **Cyber/Online:** threats by text message, email misuse, social media
Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

Examples of cyberbullying or online bullying include:

- Text messages or emails that are derogatory and / or abusive;
- Rumours sent by email or posts on social media sites, such as chatrooms, Facebook, Twitter or Snap Chat;
- Publication of embarrassing pictures or video clips on social media; Publication of fake profiles on social media sites such as Facebook, Twitter, Instagram or Snapchat.
 - **Damage to Property or Theft:** children may have their property damaged, taken off them or stolen.
 - **Homophobic** – behaving or speaking in a way that may makes someone feel hurt ,angry or upset because of their actual or perceived sexuality. Targeted because of their appearance, behaviour or physical traits or because they have friends or family who are lesbian , gay ,bisexual , transgender.
 - **Peer on peer-** peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age;

At Kenilworth Primary School we understand that some pupils can be particularly vulnerable to bullying because of “differences”, real or perceived, and the differences that make them vulnerable. This is supported through Pastoral Support as well as the daily interventions happening within school. Real or perceived differences can relate to:

- Appearance
- Ability
- Health
- Family or home circumstances, e.g. looked after children or young carers
- Social class
- Race, religion or culture
- Disability / Special Educational Needs

- Sexual Orientation of either the pupil or members of their family
- Gender

Effects of Bullying

Bullying can affect pupils in a number of different ways. When pupils are bullied, their lives are made miserable; they may suffer injury or feel unhappy about coming to school. Over time, they may lose self-confidence and self-esteem, often blaming themselves for inviting bullying behaviour.

Anti Bullying as part of the Safeguarding , PSHE and Relationship & Behaviour curriculum

Ensuing that any forms of bullying are dealt with quickly and effectively and that children are educated through our PSHE curriculum is part of our wider safeguarding duty. This is the duty of all adults within school. Our PSHE Policy and curriculum outline how we approach the education of pupils in terms of bullying.

At Kenilworth we have a set of clear, inclusive values that are understood and used as part of our whole school community. These values are a consistent contribution to developing a culture of mutual respect where all unacceptable behaviours , including bullying are minimised.

At Kenilworth Primary school, careful consideration is given about preventing bullying and helping pupils to interact positively.

What do we do as a school when bullying takes place?

Parents can be assured that the school takes all reports of bullying very seriously. Our priority will be to support those being bullied and to stop the bullying. It is the school's responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken.

We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour. We have to assess the seriousness by asking key questions such as:

- Was the act done on purpose knowing it would hurt?
- What was the actual hurt suffered?
- How many times has the bullying taken place?
- How long has the bullying been going on?
- Have those involved also bullied other pupils?
- Was there any provocation?

What do we do as a school to prevent bullying?

We want all our pupils to understand the nature of bullying and the effects it has. We want children to know that bullying in any form is not acceptable, and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place. In school we work hard to prevent bullying taking place. Some of the ways we do this are:

- Using assemblies to talk about bullying and give out key messages.
- Taking part in Anti-Bullying Week.
- Daily whole class check-in sessions where children have the chance to discuss how they feel.

- Constantly reviewing all behaviour incidents this includes bullying type behaviours, which is analysed by daily/weekly CPOMS reports, termly behaviour and safeguarding reports and the head teachers report which is shared with the governing body.
- Ensuring that there are clear links between personal, social and health education, citizenship, religious education and other curriculum areas. So, all pupils are able to extend and apply their learning in all subjects.
- Lessons, as part of our curriculum, discussing bullying – including but not limited to the Jigsaw PSHE curriculum
- School, classroom and playground rules make clear the behaviour we expect, and our use of rewards and sanctions.
- Recognised the importance of the physical organisation of our school and the organisation of breaktimes and lunchtimes. This includes staggered lunchtimes, additional staff on the playground, nurture space available at lunch time and SLT and pastoral staff available to all children during these times.
- Supervision by staff in classrooms and outside at breaks and lunchtimes.
- Providing staff with anti-bullying training.
- Awarding pupils in Reception to Year 6, through learning award certificates, when they demonstrate the school values.
- The use of behaviour learning objectives at the start of each lesson to prompt positive behaviour (teaching skills we want to see).
- Adults modelling language and behaviours for children to follow and learn from.
- Adults challenging inappropriate and/ or abusive language.
- Drop-ins for vulnerable children from the Pastoral Team to ensure all children feel safe in school.
- Lunchtime and after-school clubs.
- SLT weekly meetings, analysing and cross-referencing behaviour concerns/ staff concerns and parent concerns.
- Leaflet shared with parents regarding steps to take and school policy regarding bullying.
- Staff involved in a weekly briefing where clear messages can be shared among staff to support any information needed to ensure all children feel safe.

Roles and Responsibilities

Pupils/ Parents and all staff at Kenilworth Primary take a shared responsibility for promoting good behaviour. These responsibilities can be found in the Home-School Agreement.

Investigating Bullying Concerns at Kenilworth Primary School.

Our initial action is to establish if the concern is bullying we do this by:

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- Listening to the adults /child’s concerns.
- Speak with other adults and children.
- Ensuring all children’s /adults feelings are validated and respected.

Level of severity – Examples	Strategies/ Actions in response	Strategies for assessing effectiveness
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Full investigation to take place, to establish if bullying is founded.

Staff member to liaise with pupil’s parents/careers /phase leader /class teacher throughout the investigation

All children’s well-being to at the forefront of any investigation.

After an incident has occurred:

- Parents will be kept informed by regularly meetings or phone calls by the Headteacher or Deputy Headteacher.
- Preventive work will be carried out within the class setting.
- Restorative conferences will be done within school with the key individual or groups of children

<u>Founded Bullying</u>	<u>Unfounded Bullying</u>
<ul style="list-style-type: none"> • Recorded on CPOMS as founded bullying. • Bullying incidents will be written up and include: Supportive Summary and times Parental involvement Record of work. 	<ul style="list-style-type: none"> • Recorded on CPOMS as unfounded bullying. • Supportive actions and regularly check -ins with pupils. • Feedback to parents with strategies to support pupil if needed. • A clear understanding between all involved why this was unfounded bullying. Ensuring that child’s feelings are not dismissed.

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. We teach children about this.

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 investigate further and take action if necessary. They may include:

- 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
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (e.g. torn books)/
- 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
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Unexplained cuts or bruises

Step 1: Concern about bullying behaviour witnessed or reported to member of staff: initial assessment made on severity of the behaviour –low, medium or high level

<p>Low level</p> <ul style="list-style-type: none"> • Teasing name calling of low level names. • Slight push or shove. • Moving seats from targeted pupil. • Refusing to work. 	<ol style="list-style-type: none"> 1. Member of staff talks to those involved. 2. School’s policy on bullying reinforced. 3. Pupil who has been targeted to report any unpleasant behaviour immediately to member of staff and parent/ carer. 4. Member of staff decides to inform other members of staff to keep “eyes” and “ears” open. 	<ol style="list-style-type: none"> 1. Staff to have informal check-ins with the pupil to ensure they feel happy in school. 2. Pupils feel they can report any feeling of unpleasantness to an adult. 3. Staff notice that pupil has been happy and settled in school with no incidents. 4. Pupil is back to their “normal self”.
<p>Medium level</p> <ul style="list-style-type: none"> • As above. • Increasing even after step one has been followed. • Targeted because of a certain part of their personality. 	<ol style="list-style-type: none"> 1. Staff member decides that behaviour needs further investigation. 2. Behaviour investigated to assess nature and severity of the behaviour of all those involved including bystanders. 3. Behaviour incidents on CPOMS checked and parents informed. Whole class/ Phase focus regarding bullying. 4. Assessment completed and recorded. 5. Victim, bully and bystanders supported. Shared in briefing for all staff to keep “eyes” and “ears” on identified pupils. 6. Review effectiveness of actions taken within appropriate timescale. 	<ol style="list-style-type: none"> 1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2. Parents are engaging with school and sharing their thoughts. 3. Strategies that have been put in place to support the pupil are followed through and recorded. 4. The bullying stops and the pupil is aware of strategies to cope with incidents. 5. Pupil is back to their “normal” self.
<p>High level</p> <ul style="list-style-type: none"> • Physical assault. • If the pupil’s emotional wellbeing is affecting their day to day life. 	<ol style="list-style-type: none"> 1. Member of staff decides the behaviour is potentially so serious that it has been referred to the Headteacher or Deputy Headteacher and if appropriate, a Designated Child Protection person. 2. Senior member of staff informs parents immediately and meetings arranged as soon as possible. 3. Senior member of staff investigates and decides whether case needs to be referred to external agencies. 4. Assessment completed with details recorded and appropriate action implemented. 5. Review of effectiveness of action taken within appropriate timescale. 	<ol style="list-style-type: none"> 1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2. Through regular meetings with senior staff investigating, the pupil will willingly engage and talk about how they feel. 3. Parents are engaging with school and sharing their thoughts. 4. The bullying stops and the pupil is aware of strategies to cope with incidents. 5. Pupil is back to their “normal” self.

Possible actions school may take depending on seriousness of the bullying.

We expect that low level bullying will be dealt with quickly and sensitively by the member of staff immediately involved. The member of staff will talk with all involved

to understand what has happened and then with those responsible for the bullying to give the “evidence” of distress/ hurt and to reinforce the view that bullying behaviour is unacceptable. Those responsible will be expected to make a response to the victim in form of an apology and in seeking to improve the relationship. Those being bullied will be told to talk with their parents/ carers and to report immediately if anything happens again.

For more serious bullying, there will be a further investigation by the class teacher or a senior member of staff. All those involved, including the bystanders, will be talked to and their behaviour records checked. Parents will be informed, involved as appropriate and provided with regular feedback. A formal record of the incident will be made. The school will determine the appropriate action to be taken.

Where the bullying is judged to be a high level of severity, it will be immediately reported to the Headteacher or a senior member of staff.

Consideration will be made as to any additional support needed to prevent further bullying, including support to develop protective skills for those bullied and help to change the behaviour of those bullying. A decision will be made about referral to and involvement of specialist external support services.

Kenilworth Primary School encourages children to speak out to adults regarding bullying as even just being a bystander can affect how people feel and could carry consequences.

Our school policy is to provide the pupils involved with some form of counselling in order to enable the pupils to discuss with one another, strategies for resolving the problem and avoiding conflict.

The school uses the following sanctions for bullying incidents depending on the level of incident once a clear and fair investigation has taken place:

- Loss of privileges within school.
- Expectations that require children to treat others with respect and care.
- Revised or withdrawal from playtimes/ lunchtimes and support by key staff members.
- Excluded from after-school clubs.
- Internal exclusion within school but away from personal class.
- Formal Exclusion from school.
- Involvement from outside agencies, for example PSOs.

All sanctions will be clearly defined and share with staff, pupils and parents involved in the incident. Actions will be followed through and then monitored.

Monitoring and Evaluation of this Policy

All aspects of behaviour are documented and reviewed daily. Each half term, there is a comprehensive analysis of trends in behaviour, including any reported founded

incidents of bullying. This analysis includes the different types of bullying and the actions taken to address any incidents.

Key outcomes of behaviour including bullying are shared in the termly Headteacher's Report to Governors.

This policy and our practice are reviewed following any critical incident, as required. It is also reviewed annually by all stakeholders, including parents.

The Governing Body will monitor this policy's effectiveness through the Headteacher's Report. They will take into account comments from parents and their own perceptions when visiting school.

What you can do if you feel you are being bullied

Pupils:

- Tell any member of staff or ask your parents, carers or friends to tell for you.
- Ring the National Bullying Helpline – 0845 225 5787 or Childline – 0800 1111 or visit www.childline.org.uk .

Parents and carers :

- Speak to staff members in school.
- Arrange an appointment with staff member our school office number 0203 953 3459
- Family Lives on 0808 800 2222 or www.familylives.org.uk .
- National Bullying Helpline on 0845 225 5787 or www.nationalbullyinghelpline.co.uk .

**Please DON'T SUFFER IN SILENCE: there is always SOMEONE
TO TALK TO**