



KENNINGTON
PRIMARY SCHOOL

Anti-Bullying Policy

Policy

<i>Reviewed by</i>	<i>Date</i>	<i>Signed</i>
<i>S. Pritchard</i>	<i>Sept 2019</i>	<i>S.Pritchard</i>
<i>S. Pritchard</i>	<i>Sept 2020</i>	<i>S.Pritchard</i>
<i>S. Pritchard</i>	<i>Sept 2021</i>	<i>S.Pritchard</i>
<i>S. Pritchard</i>	<i>Sept 2022</i>	<i>S.Pritchard</i>
<i>S. Pritchard</i>	<i>Sept 2023</i>	<i>S.Pritchard</i>

INTRODUCTION

- This document is intended to set out a clear and agreed definition of bullying in order for any reported incidents to be acted upon immediately and appropriately in accordance with the policy.
- This school aims to take a pro-active, positive approach regarding bullying, addressing both prevention and reaction issues. We believe that our pupils are entitled to receive their education in a safe, caring, empowering environment free from fear and intimidation. All staff, pupils and parents will be encouraged to share these values and translate them into action.
- The Anti-Bullying Policy should be read in conjunction with the School's Behaviour and Discipline Policy where the emphasis is to give recognition and reward to all positive learning, attitudes and relationships.
- This policy is reviewed annually.

AIMS

In order to maximise and improve the expertise of the staff at Kennington Primary School, the aims for this Anti-Bullying Policy are:

- ensure that Kennington Primary School is a happy place for everyone;
- encourage pupils, parents and all staff including teaching staff, classroom and lunchtime assistants to have a positive view of the school;
- contribute to everyone's well-being by developing positive caring relationships between all parties;
- ensure that children have no fear of any individual in school with whom they have dealings, including fellow pupils, staff, parents and visitors;
- ensure that no individual, or group, dominates others/another by fear, violence or intimidation;
- be approachable and open so that pupils and parents feel that they can express concerns;
- be vigilant in recognising those pupils who are reluctant or find it difficult to express their concerns;
- develop the perception that pupils and parents will be listened to with understanding and dealt with in a fair and sympathetic manner.

These aims are consistent with our school philosophy.

OBJECTIVES

These aims are achieved by:

- ensuring that all children know that we consider bullying unacceptable;
- encouraging all pupils to speak out;
- keeping the message going by informing new staff, new intakes of children, new pupils and their parents of our policy;
- taking all problems of bullying seriously;
- interviewing thoroughly each incident;
- interviewing bullies and victims separately;
- interviewing witnesses;
- sharing information with parents and other staff, including the welfare staff;
- implementing appropriate action.

RIGHTS

In school, the children, staff and parents have the right to:

- be safe;
- be heard;

- fair treatment;
- be treated with respect;
- be able to learn, teach and communicate without unnecessary interruption;
- get on with their work;
- sort out disagreements without fighting.

ORGANISATION

In order to achieve these aims and objectives, the Anti-Bullying Policy is organised as follows:

- holding lessons, class discussions, circle time and assemblies about bullying;
- providing support and monitoring the situation until we are certain any bullying has ceased;
- encouraging co-operative behaviour through promoting group work;
- recognising and rewarding good behaviour;
- providing opportunities for children to discuss problems and worries;
- keeping parents informed throughout the process and involving them in the decision making process;
- encouraging children to take responsibility for their actions and behaviour and accepting the consequences of these;
- helping children to become assertive;
- giving children responsibilities around school.

WHAT CONSTITUTES BULLYING

Bullying is any form of sustained aggression that involves the illegitimate use of power to hurt, frighten or threaten someone else over a prolonged period. Bullying can manifest itself in a number of ways:

- gesture;
- verbal - name calling, sarcasm, spreading rumours, persistent teasing;
- physical - pushing, kicking, hitting, pinching and any other forms of violence;
- extortion;
- emotional - exclusion, tormenting, ridicule, humiliation;
- racist - racial taunts, graffiti, gestures;
- sexual - unwanted physical contact or abusive comments (including adults).
- Cyber - bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

RECOGNISING THE SIGNS OF BULLYING

It is not always easy to recognise a victim. They may be: new to a class, suffer from low self-esteem or depression, be isolated, shy, nervous or anxious, and demonstrate "entertaining" reactions; or they may be different in appearance, speech or background from other children.

SIGNS THAT A CHILD IS BEING BULLIED OFTEN MAY ENTAIL:

- being frightened of walking to and from school;
- changing route to school;
- being unwilling to go to school or out to play;
- showing a deterioration in the standard of work;
- having clothes torn or possessions ruined;
- having unexplained cuts or bruises;
- erratic attendance;
- going home hungry because lunch was stolen;
- becoming withdrawn, distressed or unable to eat;
- crying themselves to sleep or having nightmares;
- asking for money or starting to steal;
- becoming uncharacteristically aggressive, surly or unreasonable;

- beginning to bully siblings or other children;
- threatening to attempt suicide.

STRATEGIES TO ENSURE AN ANTI-BULLYING ENVIRONMENT IS ESTABLISHED

****Prevention is better than cure****. At Kennington Primary School we aim to prevent bullying by adopting the following measures:

- involving children and parents in defining what they consider to be bullying;
- discussing the causes, consequences and the seriousness of bullying;
- discussing unacceptable behaviour with the children and encouraging them to report this kind of behaviour should they know it is occurring;
- developing confidence in the children and parents that reported incidents will be dealt with sensitively and effectively;
- promoting positive behaviour towards everyone through assemblies, circle time, stories, drawing, discussion, role-play and via messages in the curriculum;
- establishing expectations of good behaviour and high standards in the minds of all staff, pupils and parents;
- boosting children's self-esteem through our positive points system and through comments/actions made throughout the day;
- encouraging children and parents to talk problems through with their child's teacher or another member of staff;
- teaching children that differences should be embraced;
- rewarding and encouraging children for individuality, co-operation and non-aggressive behaviour;
- being available throughout the day to discuss problems with pupils;
- liaising with all members of staff, to inform them of incidents and action being taken, so that we can support each other;
- alerting parents to our concerns about bullying and to the ethos we are striving to develop in school and inviting parents to respond to our concerns and help us in the drive to maintain a fear free school.
- Working with the school Learning Mentor to resolve differences.

STRATEGIES FOR DEALING WITH BULLYING

- An incident is reported by or to anyone within the school, or observed by a teacher.
- The teacher enquires into the incident and judges if there is an element of bullying.
- If there is, the incident is reported to the Headteacher and recorded on the school's MIS The incident will then be dealt with in line with the school's disciplinary procedures.

IF PARENTS REPORT SUSPICIONS OF BULLYING TO YOU

- make it clear that the school will not tolerate bullying and that the incident will be thoroughly investigated and then dealt with;
- tell parents that you will get back to them in a day or two to report what you have found;
- ask them to come back if there are any more problems;
- report the incident to the Headteacher who will record the incident on the school's MIS;
- react calmly to the incident-an emotional incident can add to the bully's fun and make them feel in control;
- take action that day, deciding whether this needs to be private or public;
- monitor the situation to ensure that it does not continue or escalate.

The victim will need immediate reassurance, concrete help, and advice and support so that they do not feel inadequate or foolish. These will vary and might need to be developed over the longer term, depending on: what the problem is, how long it has been going on and what the reactions are. In addition to the strategies below, the child might have its own suggestions. Counselling or problem solving approaches may be useful at this stage.

OTHER STRATEGIES THAT MIGHT BE APPROPRIATE INCLUDE

- praise to encourage feelings of security and self worth;
- they may need to learn how to make a low-key reaction, learn to shout “NO” and walk away or to walk with confidence;
- drawing, writing or discussing feelings might help them distance themselves from fear;
- call in the victim’s parents and explain the situation;
- ask them to monitor the situation over the coming weeks or months;
- reassure them that their child will be looked after and that the school will not tolerate bullying.

Any sanctions to be used by the school will be in line with the school’s Behaviour and Discipline

The role of governors

- The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any alleged incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of alleged bullying that occur, and reviews the effectiveness of the school policy annually. The governors require the headteacher to keep accurate records of all incidents of alleged bullying and to report to the governors on request about the effectiveness of school antibullying strategies.
- If an informal investigation does not resolve a complaint by a parent, then the formal School Complaints Procedure must be followed.

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 alleged bullying. The headteacher reports to the governing body about the effectiveness of the antibullying policy on request.
- The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. All children are encouraged to tell a teacher if they feel they are being treated in an unacceptable way
- The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of alleged bullying.
- The headteacher 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 the teacher

- Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- If teachers witness an act of bullying, they do all they can to support the children involved.
- If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for all involved.

- Teachers routinely discuss appropriate responses, which enables them to become equipped to deal with any actual incidents of bullying and behaviour management.
- Teachers 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. Our PSHE input in school also addresses how pupils should deal with bullying through role – play and group discussion.

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 in the first instance.
- 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.

This policy should be read in conjunction with:

- Peer-on-peer abuse policy
- Safeguarding Policy
- Online safety Policy
- Behaviour and Discipline Policy

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.



Information for Parents

Bullying:

What is it and what can I do if I'm concerned about it?

- Bullying is deliberate and persistent acts of victimisation either verbal or physical, indirectly or directly.
- Bullying is not one off disputes, quarrels or fights between children.
- The teacher is the first point of contact if I am concerned about a bullying issue with my child.
- My concerns will be taken seriously, recorded confidentially and investigated by the class teacher.
- I will be involved with the discussions arising from any such investigations with the class teacher.
- Staff will monitor relationships in the future to ensure a successful long-term conclusion to the original incident and inform me if necessary.
- I can make an appointment to meet with the head teacher at any time in this process if I am unhappy or unsatisfied.