

KIRKHAM GRAMMAR JUNIOR, INFANT AND PRE-SCHOOL

POLICY DOCUMENT

ANTI-BULLYING

Policy number: 2	Originating date: February 1998	Date last reviewed: July 2019	Next review: July 2020
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This policy forms an integral part of Kirkham Grammar School's comprehensive approach to Safeguarding Children in Education. Due regard has been given, not only to the statutory requirements, but to guidance given by DfE (*Preventing and Tackling Bullying, DfE, October 2017*) and other recognised authorities working in the field (*Keeping Child Safe in Education, DfE, September 2018*). The policy should be considered and acted upon in conjunction with other written policies on behaviour, health and safety, safeguarding, equality, E-Safety and compliance. A bullying incident will be treated as a child protection concern where there is reasonable cause to believe that a child is suffering, or is likely to suffer, significant harm.

Kirkham Grammar Junior, Infant and Pre-School seeks to provide its pupils with a kind, caring, secure family-based environment that promotes both self-respect and respect for others within the spirit of its broad Christian ethos. The school recognises that all pupils have the right to receive their education free from any form of bullying: bullying is unacceptable in the school and will not be tolerated. If bullying does occur the aim is to deal with incidents promptly and effectively. Sometimes bullying perpetrated outside school spills over into school. In such cases the school will do what is reasonably practicable to eliminate such bullying.

AIMS

Kirkham Grammar Junior School, including the Early Years Foundation Stage, aims to provide a supportive, friendly and safe environment for all pupils so that they can learn in a secure and relaxed atmosphere and achieve their academic potential in all aspects of school life.

Kirkham Grammar Junior School Statement of Values

The school expects that each individual should:

- Respect others regardless of age, race or background.
- Help to create a caring environment where all relationships are open and friendly.
- Keep the school clean and tidy and show respect for each other's property.
- Be happy at the success of others and give support in times of disappointment.
- Value extra-curricular achievement as much as academic success.
- Discourage malicious gossip.
- Realise that teasing can go too far.

The school's objectives are:

- To demonstrate that the school takes bullying seriously.
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing (positively) with bullying.
- To promote an environment where it is not an offence to tell someone about bullying.
- To take measures to prevent all forms of bullying in the school and on offsite activities.
- To promote positive attitudes of self-respect and respect for others.
- To ensure that Governors, staff, pupils and parents/carers understand what bullying behaviour is.
- To provide pupils with personal and social education about friendship; other relationships and social interactions so that they become more aware of the importance of their own responsibilities in maintaining good working relationships and personal friendships.
- To take preventative measures against harassment by including current research about bullying in the curriculum.
- To provide pupils, parents/carers and staff with a clear set of procedures to be followed by staff if bullying is reported.
- To take action immediately if bullying arises.
- To help bullies realise the consequences of their actions and to teach them different ways of behaving and to apply disciplinary sanctions.
- To safeguard victims of bullying and provide them with guidance and support.

RESPONSIBILITIES

Governing Body

Under current legislation, the Governing Body has a legal duty to ensure all forms of bullying are dealt with in schools.

The Governing Body will discuss, review and endorse agreed strategies and in any case will discuss the Headmistress's annual report on the working of this policy.

The Headmistress

The Headmistress has a legal duty to draw up procedures to prevent bullying among pupils.

The Headmistress will:

- ensure that all staff have an opportunity of discussing strategies and reviewing them;
- determine the strategies and procedures;
- discuss development of the strategies with the SLT;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and pupils;
- report annually to the Governing Body;
- arrange relevant staff training.

The Deputy Head will:

- be responsible for the day to day management of the policy and systems;
- liaise closely with the Headmistress over all reported bullying incidents;
- ensure that there are positive strategies and procedures;
- determine how best to involve parents/carers in the solutions of the individual problems;
- provide feedback to the Headmistress.

Class Teachers will:

- be responsible for liaising with the Headmistress/Deputy Head over all incidents involving pupils in their Class;
- be involved in any agreed strategy to achieve a solution;

The Pre-School Manager will be responsible for liaising with the Headmistress over all incidents in the Pre-School.

All staff will:

- know the policy and procedures;
- be observant and ask pupils what is happening to them;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on site or during an offsite activity.
- Listen to the concerns of other pupils.

Staff awareness of preventing and tackling bullying will be raised through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available.

Involvement of the ancillary staff is also essential as they have an overview of what is going on at lunchtime. They know that they have the backing of the staff who are also on duty.

ANTI-BULLYING EDUCATION IN THE CURRICULUM

The school will raise the awareness of the anti-social nature of bullying through a PSHE and Citizenship programme, school assemblies, the School Council and in other classroom activities as appropriate. Pupils will learn about bullying and the part they can play in preventing bullying through a combination of direct discussion about bullying and indirect strategies in teaching and other aspects of school life.

- Code of Conduct
- Assemblies
- PSHE
- School Council
- Displays
- Special awareness events

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school.

The measures highlighted above all seek to encourage good behaviour in respect to others.

PROCEDURES

Definition of Bullying

“The DfE Guidance Preventing and Tackling Bullying” (July 2017) defines Bullying to be “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Different from 'random acts', bullying is characterised by an "imbalance of power" and is difficult for the victim to counteract. 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. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. Everybody has to learn how to deal with these situations and develop social skills to repair relationships. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Religious religious taunts
- Cultural cultural taunts
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email, instant messaging and internet chat room misuse, web blogs, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities
- Disability because of, or focussing on a person's disability
- Sexist because of, or focussing on the issue of gender
- SEN because of, or focussing on the person's special educational needs

Bullying can and must always be stopped. It is not the sole responsibility of children and/or their parents/carers to resolve. Bullying upsets all children not just the bullied child. The ethos of the school is also affected. Neglected, it can lead to low performance, truancy, illness, changes in eating patterns, sociability, lack of concentration, and in extreme cases suicide.

Signs of Bullying

Pupils who are being bullied may show changes in behaviour, e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy.

All staff should be aware of these possibilities and to report promptly any suspicions of bullying to the Class Teacher/Headmistress/Deputy Head/Pre-School Manager.

Managing Incidents - Advice to All Staff

Reporting of bullying should never be regarded as trivial. It should be taken seriously and listened to sensitively and investigated so that every pupil will have the confidence to speak up. All staff should be aware of these possibilities and report promptly any suspicions of bullying to the Deputy Head.

Action should be taken according to the following guidelines:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- Any incident of bullying should always be listened to, investigated and recorded.
- The bullied pupil should be encouraged to record the incident(s) in writing, if applicable.
- The bully should also give a written account of events (if applicable).
- Any pupil reporting bullying should be listened to with care and given reassurance but should NOT be promised confidentiality as staff may need to refer to others. Reassurance is necessary so that the pupil knows he/she has been right to report the incident and that being bullied is not his/her fault and he/she is unlikely to be the only one who has suffered. The names of pupils who witnessed incidents involving other pupils should be kept in confidence from the pupils directly involved.
- Take action as quickly as possible.
- Make clear to the victim that the bully's behaviour is his/her own responsibility and is never the fault of the pupil who rightly complained.
- Reassure the victim. Do not make them feel foolish or inadequate.
- Do not ask leading questions. Instead, ask open, prompting questions that encourage the pupil to talk to you and do not criticise the perpetrator in personal terms: criticise their behaviour.
- Offer practical help, advice and support to the victim.

- Always explain what you will do next (e.g. talk to) and offer support by explaining to the pupil that you will be present to support him/her in any later talks if they are needed and that you will see the matter through with them.
- If possible take brief notes at the time and write them up later. You should always keep the original notes. A record should be made of the date, time, place and any noticeable non-verbal behaviour and the words used by the pupil rather than a re-interpretation.
- These written accounts should always be passed to the Headmistress who will inform the Class Teacher and other members of staff involved of the action to be taken. Contact should be made with the parents/carers of both the bully and victim outlining the incident and the action to be taken. Both parents/carers should be clear that the school takes the incident seriously. If the matter is sufficiently grave, the parents/carers will be invited in to discuss the matter.
- Make it clear to the bully that you disapprove of his/her behaviour and actions. Encourage the bully to see the victim's point of view and be involved in the solution to the problem as appropriate, if applicable.
- The unacceptable nature of the behaviour and the consequences of any repetition should be made clear to the bully and his/her parents/carers.

Cyber-bullying

The law has recognised that there is no longer a clear boundary between behaviour within a school and the external behaviour of its pupils. Unpleasant messages or images may be sent outside school time. Naturally the school would expect parents/carers to play the main role in dealing with any out of school incidents. If there is a clear link between behaviour at school and inappropriate behaviour when pupils are not on the school's premises (and not under the charge of a member of school staff) the school reserves the right to take such action as is reasonable with a view to regulating conduct.

Sanctions

Any of the school's formal punishments can be used against bullies as appropriate. For persistent offenders or incidents considered as gross acts of aggression a pupil is likely to be excluded from the Junior or Infant School. These sanctions are outlined in the school's Behaviour Policy.

Further Sources of Information

Searching, screening and confiscation – advice for headteachers, staff and governing bodies (DFE – 00034 – 2014) updated January 2018.

Preventing and tackling bullying – advice for headteachers, staff and governing bodies (2017) (DFE – 00160-2017) updated July 2017.

KCSIE (September 2018)

Working Together to Safeguard Children (September 2018)

Kirkham Grammar School

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