



# Kingston Community School

*Grace, love & fellowship*

## Anti-Bullying Policy for Children

### **AIM**

**To prevent bullying, ensure the safety and happiness of pupils, show that the school cares, make clear to bullies that their behaviour is unacceptable and support them to modify their behaviour.**

Approved			
Review Date			
Signed (Interim Headteacher)		Name	Devinder Riat
Signed (Chair of Local Governing Body)		Name	
Signed (Company Secretary)		Name	

# ANTI-BULLYING POLICY

Bullying can be experienced by any pupils from all backgrounds and in all kinds of schools. In order to prevent bullying our school has developed a clear policy and guidelines to which LAB (Local Academy Board), staff, pupils, parents and carers are committed.

## BULLYING

### **S.T.O.P.**

Bullying is if someone does something unkind to you  
Several

Times  
On  
Purpose

- Bullying is the willful, conscious desire to hurt or frighten someone else
- Bullying is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves
- Bullying is anti-social behaviour and it affects everyone
- Bullying is aggressive but can also extend beyond physical intimidation into emotional or psychological aggression. Though this is not so clearly observed, it is often just as painful to the victims

## Success Criteria

- To have an environment that supports children and parents reporting bullying incidents.
- All staff monitor behaviour to identify and prevent bullying
- Staff respond calmly and consistently to bullying incidents
- Parents and children are informed and involved in dealing with and resolving bullying issues to prevent any recurrence
- Parents, children and staff know that bullying is a disciplinary issue and will be dealt with in accordance with school disciplinary procedures. {Refer to Behaviour Management Policy and Guidelines}
- All reported and identified incidents of bullying are documented and recorded
- Support systems are in place to prevent bullying, reduce the incidence of bullying and reduce the impact of any bullying

## GUIDELINES

The main types of bullying are:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** - unwanted physical contact, pushing, kicking, hitting, punching or any use of violence
- **Sexual** - sexually abusive comments
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing
- **Cyber** - All areas of internet, such as email & internet chat room misuse/social media. Mobile threats by text messaging & phone call. Misuse of associated technology , i.e. camera & video facilities

It can also include material bullying which includes damage to belongings and extortion.

Perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:

- The religious background or faith of the person bullied
- A disability, perceived physical difficulty or Special Educational Need.
- The race of the victim: e.g. racist name calling, taunts, graffiti or gestures
- The sexuality of the victim: e.g. homophobic bullying

Bullying can also take place through third person involvement i.e. another person being encouraged to take part in any of the behaviours above.

All staff should also be aware to the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Headteacher. This also includes any incidents of adult bullying by staff or parents. If the Headteacher is suspected of bullying, the matter should be reported to the Chair of the LAB.

## Identification of Bullying

### Who is a bully?

Bullies are not always stereotypical, they can also be victims but they tend to have certain attitudes in common.

#### **They tend to:**

- Have over assertive, aggressive attitudes over which they exercise little control
- Lack empathy, they cannot imagine what the victim feels like
- Lack guilt, they rationalise that the victim somehow 'deserves' the bullying treatment

Groups of children bullying are more clearly apparent but action must be carefully chosen to be most effective. Look at the dynamics of the group involved. Seek help from a colleague who may have more information.

### **Pupils who have bullied will be helped by:**

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

### **Pupils who are being bullied**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Victims are vulnerable for a variety of reasons. Victims may be pupils who:

- Are new to the class
- Are different in appearance, speech or background than other pupils
- Suffer from low self esteem
- Demonstrate 'entertaining reactions' when bullied, e.g. tantrums or loss of control
- Are more nervous or anxious

### **Pupils who are bullied will be supported by:**

- offering them an immediate opportunity to discuss the experience with a member of staff of their choice.
- reassuring the pupil
- offering continuous support
- restoring self esteem and confidence

### **Prevention**

We aim to help children to prevent bullying. Within the curriculum the school will raise the awareness of the nature of bullying and cyber bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. As and when appropriate, children may:

- Be involved in discussion about writing school rules
- write and sign class rules at the start of each year
- write stories or poems or draw pictures about bullying
- read stories about bullying or have them read to a class or assembly
- use role play and 'hot-seating' to help create feelings of empathy
- have discussions about bullying and why it should not happen
- participate in on-line learning regarding cyber bullying

The school has a range of strategies in place to help children work and behave co-operatively in order to minimise the possibility of bullying taking place.

- The school has formed a group of peer mediators in order for children to take an active, lead role in reducing bullying and mediating on the playground.
- PSHE is taught weekly to every class in the school
- We take part in the National Anti-bullying week in November each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed.
- In Anti-Bullying week we celebrate all we have done to prevent bullying over the past year

- Discrete lessons are taught about e safety and cyber bullying.
- We have regular school assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.
- We take part in the annual Internet Safety Day which covers many aspects of using the internet safely as well as cyber bullying

The school has a clear behaviour policy that rewards positive behaviour. The school rules are clear and straightforward and focus on positive attitudes.

- The school takes a pro-active stance towards challenging behaviour at lunchtime; we also have a variety lunchtime provision system that involves keeping all children engaged and active at lunchtimes to avoid unwanted behaviour.
- The school works closely with the local police to make sure that any incidents outside school are reported to the school so that children involved can then be monitored inside school as appropriate.
- Children are encouraged to help perpetrators and victims reflect upon their actions.
- Children are taught to be assertive and say, "Stop! I don't like it," when any other child is doing something to them about which they are unhappy. This prevents anyone representing something as a game when it is clearly not perceived as such by the recipient
- Both children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying.
- Above all children are encouraged to '**Start Telling Other People**' if they feel they are being bullied or if someone they know is being bullied.

### Procedures

All adults in school must be alert to signs of bullying and act promptly and firmly against it. All adults within the school need to develop strategies and skills when dealing with incidents that cause upset or harm to individuals. As we encourage children to tell us about incidents, so we must respond in a calm, positive manner.

If bullying is suspected, the incident will be reported and then dealt with immediately by a member of SLT.

### Firstly:

- remain calm
- take the incident or report seriously
- take action as soon as possible
- reassure the victims
- make it plain to the bully that you disapprove

### Secondly:

- record a clear account of the incident
- report to an appropriate member of staff [see staff hierarchy in Behaviour Management Guidelines]
- log the incident on SIMS
- inform colleagues where appropriate
- ask the headteacher to inform other interested parties e.g. parents if appropriate

### Finally:

- the Headteacher or another member of SLT will interview all concerned
- appropriate sanctions will be put in place:
  - official warnings
  - e-safety sanctions
  - detention
  - exclusion at lunchtimes/playtimes
  - fixed term exclusion
  - permanent exclusion

As a school, we will ensure that every concern from a member of staff, parent or child is listened to and taken seriously and will be investigated by a member of SLT or the Emotional Well-being Leader. Following an investigation, if it is concluded that someone has been incorrectly accused of bullying, they would be met with again to discuss the investigation outcomes, as well as to ensure they have support to move forward in a positive way. When the person concerned is spoken with, the term 'bully' will never be used to label that person, however, if their behaviour is of concern, they will be advised how it needs to change."

### Restorative Justice: Problem-Solving Approach

Kingston Community School will use a Restorative Justice problem-solving approach to prevent these incidents from taking seed in any person's thinking and feeling. The *No Blame Approach* is a multi-step process to develop shared responsibility among bullies and witnesses to stop bullying episodes by forming a problem-solving group. This approach has been remarkably successful in schools in addressing incidents, preventing recurrence of any further ones and in helping victims feel safe at school.

### Meet with the child being bullied

In the event that a bullying incident (or situation) is reported to a member of staff, the Headteacher will meet with the child to record a report of his or her experience. A victim report will be completed (often by the staff member after the meeting) providing opportunity to record how the child feels about being in class, on the playground, in the lunch hall and/or anywhere else where s/he feels vulnerable to the bullies. The victim report also records the account of the bullying incident/s that lead to feeling vulnerable. While "victim" is the term of reference used in this policy for clarity of meaning, this phrase is never to be used in reference to any specific child.

### Set up a Problem-Solving Group

This report is shared with the child's parents or carers and it is then used in the next stage in which the Headteacher will meet with a problem-solving group, which is comprised of the bully/bullies, one or two witnesses and an advocate for the victim. These children will only be informed that they are there to help solve a problem for a child at school. They are not informed who it is, only how the child feels. The group discussion focuses on building empathy, then shared responsibility and finally the children make an action plan to ensure the situation does not occur again. The group will meet together in a later review meeting and these actions will be monitored on a regular basis both with the victim directly as well as with his or her advocate/s.

During the meeting, no blame is attached, but it is made clear that any further incident will be an automatic red zone incident on the behaviour traffic lights. The parents or carers of the bully/bullies will be informed of the incident/s, the meeting and agreed actions as well as consequences of further bullying.

### Review:

The Headteacher will meet with the victim and his or her parents or carers to check how the child feels about being in school. This check will be within one week and daily in some cases, depending on the context and needs of the family. In the second week following the first problem-solving meeting, the children will be invited to meet again to discuss how well the plan is working and any new plans will be recorded. These review meetings will continue at increasingly longer intervals (e.g. one month and end of term) to ensure the issue is completely resolved.

In the very rare event that bullying continues, the bully/bullies will be excluded for a fixed term and the school will work with the bully and his or her family to address underlying causes for this behaviour. At this point, the school will be prepared to engage multi-agency support such as involvement with CAMHS for the victim as well as for the bully during and after the fixed term exclusion. The school recognises that people who bully have often been victims themselves. Children at risk of exclusion as a result of continual bullying will have a Pastoral Support Plan created, which will target internal and external support aimed at improving and stopping negative behaviour.

### Support for the victim:

The type and level of support for a child who has been bullied will be as unique as is the child. KCS is committed to providing the most nurturing and encouraging support as appropriate in the context of each situation. Some strategies could include:

- offering the child an immediate opportunity to talk about the experience with a trusted member of staff, often an adult known to them.
- offering continued support through the pastoral system, such as with a “Big Buddy” who is an older child trained to stand up against bullying behaviour assertively and constructively.
- working with the child’s family to ensure s/he feels safe in and around school.

### What can parents do?

For our policy to work effectively, we need the support of parents. Mutual trust between home and school is essential. There is much parents can do and should do if an incident occurs but primarily we need parents to trust us to deal with incidents in a professional and sensitive manner.

If you suspect/know your child to be a victim of bullying:

- report any concerns to a teacher
- listen to your child and support them
- advise them how to cope in a non violent manner
- build up your child’s self esteem
- if you need help or advice contact a member of staff
- keep all emails, texts or other electronic forms of communication

If your child becomes involved in bullying behaviour:

- accept that this may have happened due to peer pressure
- it may be an isolated incident
- talk through the situation calmly
- join the school in expecting this behaviour to stop
- keep all emails, texts or other electronic forms of communication

### **Bullying Outside School Premises**

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops, in the town centre, or in cyber space.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

### **Monitoring, Evaluation and Review**

This policy will be reviewed annually by the Staff and LAB (Local Academy Board). The Headteacher will assess its implementation and effectiveness. It will be promoted and implemented throughout the school.

This policy and Guidelines needs to be read with the following documents:

- Behaviour Management Policy and Guidelines
- Information for parents on Behaviour Management procedures
- Home school agreements
- Code of Behaviour
- Equality & Diversity Policy
- Complaints Policy



**Actions taken by staff member**

**Agreed outcomes of meetings with the children involved in the incident**

**Review date**

**Review meeting outcomes**

**Those informed of the incident, actions, outcomes and review date**

**Please complete and attach separate statements from the children regarding this incident**

**Indicate how many additional pieces of paper are attached:**

**Signature of Headteacher:**

**Date:**