

Iford and Kingston C of E Primary School

Anti-Bullying Policy

Policy Agreed by staff and governors: January 2022

Review date: January 2023

Rationale

Everyone at Iford and Kingston CE School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve their potential. Bullying of any sort **hinders** this being able to happen and **reduces** equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the targets* must feel confident to activate the anti-bullying systems within the school. **It is our aim to develop an anti-bullying ethos in the school which will reduce the likelihood of bullying behaviour occurring**

This document outlines how we make this possible at Iford and Kingston School.

(* A 'target' is anyone who is being bullied)

What Is Bullying?

The Anti-Bullying Alliance defines bullying as:

"The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace."

Bullying may occur in children's relationships with other children or with adults. It may occur also in adult relationships. In all cases, it results in pain and distress to the victim. This policy refers to bullying within children's relationships.

Bullying can be (repeatedly):

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
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, graffiti
Discriminatory	relating to people's physical differences, disabilities, abilities, social, gender identity and cultural and religious backgrounds.
Cyberspace	offensive text messages, phone calls, emails or inappropriate use of the internet or school intranet

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the people concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, theft, coercion, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

Possible signs of bullying include children starting to:

- be frightened of walking to and from school
- be unwilling to go to school
- beg parents to drive them to school
- change their route to school
- perform poorly in their school work
- come home regularly with clothes or books destroyed
- become withdrawn, start stammering, lose self-esteem
- become distressed, stop eating
- attempt suicide
- cry themselves to sleep
- have nightmares and even call out "leave me alone"
- have unexplained bruises, scratches, cuts
- have their possessions go missing
- ask for money or begin stealing money (to pay bully)
- continually 'lose' their pocket money or other possessions
- refuse to say what's wrong
- give improbable excuses to explain any of the above

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Actions to Tackle Bullying

Prevention is better than cure so at Iford and Kingston we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Children are told that they must report any incidence of bullying to a member of staff within school, and that when another child tells them that they are being bullied, or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff. We will be proactive in making children aware of their responsibility as an individual or member of a group to act positively to stop any bullying witnessed. However, we recognize that children may be reluctant to report incidents because of the fear of consequences. To overcome this, we will teach pupils to be alert to others' distress, to take responsibility and to know that alerting someone who can help is the right course of action. Pupils, as well as members of staff, need to be made aware of their role in the school's anti-bullying policy.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents at the discretion of staff. The class teacher of the target of bullying will be responsible for this and will be required to give a copy of the report and the action taken to the Head or Deputy Headteacher. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Headteacher. If bullying includes racist abuse then it should be reported to the Head teacher to be recorded on a Racial Incident Form.

Upon discovery of an incident of bullying, the following actions will be taken:

- the victim will have the opportunity to speak to the bully in a calm and supportive environment, with a member of staff present. They will be supported to explain how the bullying has made them feel and what the impact of the bullying behaviour has been;
- the bully will apologise to the victim for the bullying that has taken place;
- the bully will complete a behaviour reflection sheet (either before or after meeting the victim) and identify how they will behave differently in future;
- the parents of both victim and bully will be informed of the incident(s) and the actions taken;
- if the bullying behaviour is repeated then the process described above will be repeated and there will be a significant sanction for the bully (Sanctions might include loss of playtime, loss of privilege such as class rewards and so on).
- the bully and his/her parents will be made aware that further repetition of the behaviour will lead to further sanctions, including the possibility of exclusion.

We will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving, solution-focused approach may help. The staff member will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring. The encouragement of peer support is another effective strategy to be used in these situations.

We, at Iford and Kingston, apply various strategies to combat the threat of bullying. Research has shown that the three most helpful factors in preventing, or helping pupils to deal with bullying, are friendships, avoidance strategies, and learning to 'stand up for yourself'. Targets need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying. 'Circle of friends', role-play and other drama techniques may be used to promote these strategies as well as Circle Time. This provides an effective way of sharing information and providing a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It may also be used just within the affected group to confront bullying that already exists. Outside agencies may also be involved where appropriate and the 'Childline' number is on display for children in the school.

Our school is committed to empowering children to have strategies for dealing with bullying in school. The whole ethos of the school is directed towards raising the self-esteem of all children. Our belief is that children with positive self-esteem are less likely **to be bullied or to bully** others and more likely to employ effective strategies for dealing with being the target of any bullying.

The Curriculum

The ~~non~~-statutory guidance for PSHE gives a broad outline of what should be covered at each Key Stage:

In Key Stage 1 pupils should be taught that: there are different types of teasing and bullying, that bullying is wrong and how to get help with bullying.

In Key Stage 2 pupils should be taught to realise the nature and consequences of racism, teasing, bullying and aggressive behaviour, and how to respond to them and ask for help.

At Iford and Kingston we cover these aims by our comprehensive PSHE scheme of work, Circle Time and assemblies as well as through the other means referred to elsewhere in the policy.

Parental Involvement

The parents of bullies and their targets will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her (persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

At Iford and Kingston CE Primary School, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside resources such as the Behaviour Support Service to support our action. This policy is seen as an integral part of our Behaviour Policy.

Helpful Organisations

Anti-Bullying Alliance
0207 843 1901
www.anti-bullyingalliance.org.uk
Childline
0800 1111
Advisory Centre for Education (ACE)
0207 354 8321
Children's Legal Centre
01206 873820
KIDSCAPE (Parents Helpline, Mon-Fri 10-4)
01207 730 3300
Parentline Plus
0808 800 2222
Youth Access
0208 772 9900
Parent Link
07797 870320

Bullying Incident Report Form

Name of Pupil: _____

Year Group: _____

Date

Details of incident

Incident reported to

Action taken

Signed by:

Pupil

Class teacher: