

Kingsthorpe Grove Primary School



Anti-Bullying Policy

Person(s) Responsible for Document: *Kim Turney and Sam Mallon*

Date Document Ratified at Full Governing Body: 22nd **May 2023**

Signed: *Frank Ashby*

Frank Ashby
Chair of Governors

Signed: *A. Dolan*

Alison Dolan
Head Teacher

Date Document to be reviewed: May 2024

Note: This policy to be read in conjunction with the Behaviour policy, Child Protection policy, Safeguarding policy, Inclusion Policy, E-Safety Policies, SEN and acceptable use policy.

This policy has been written using advice and guidance from the Anti-Bullying Alliance www.anti-bullyingalliance.org.uk and criteria from The All-together Anti-Bullying Alliance award scheme.

At Kingsthorpe Grove we aim to ensure that all of our policies take into account the rights of all children.

Table of acronyms used in this policy

ABA	Anti-bullying Alliance		
LGBTQ+	Lesbian, Gay, Bisexual, Transsexual, Questioning plus other acronyms	SEN	Special Education Need
PSHE	Personal, Social, Health and Economic Education	ASD	Autistic Spectrum Disorder
RSHE	Relationships, Sex and Health Education	LBP	Lead Behavioural Professional

**The lead staff members with responsibility for anti-bullying:
Alison Dolan & Teresa Ives**

**The Governor with responsibility for anti-bullying:
Clive Rockell**

Statement of intent:

The school community should work in co-operation towards building and maintaining an anti-bullying ethos in school.

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. We are a telling school if bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means anyone who knows that bullying is happening is expected to tell the staff.

In accordance with the DfE, schools have duties to tackle bullying outside of school (see below) and therefore this policy covers bullying both in school and out of school, journeys to and from school and online bullying (cyberbullying).

DfE's **Preventing and Tackling Bullying guidance**: schools duties to tackle bullying outside of schools

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should 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 should always be informed.

Principles

- Kingsthorpe Grove takes bullying seriously and all incidents will be thoroughly investigated
- Bullying will not be tolerated at Kingsthorpe Grove as all pupils have a right to learn and play free from intimidation and fear
- In the event of a bullying incident, the needs of all involved are paramount and therefore all pupils involved will be supported and listened to and strategies put in place to resolve and move forward using the restorative approach.

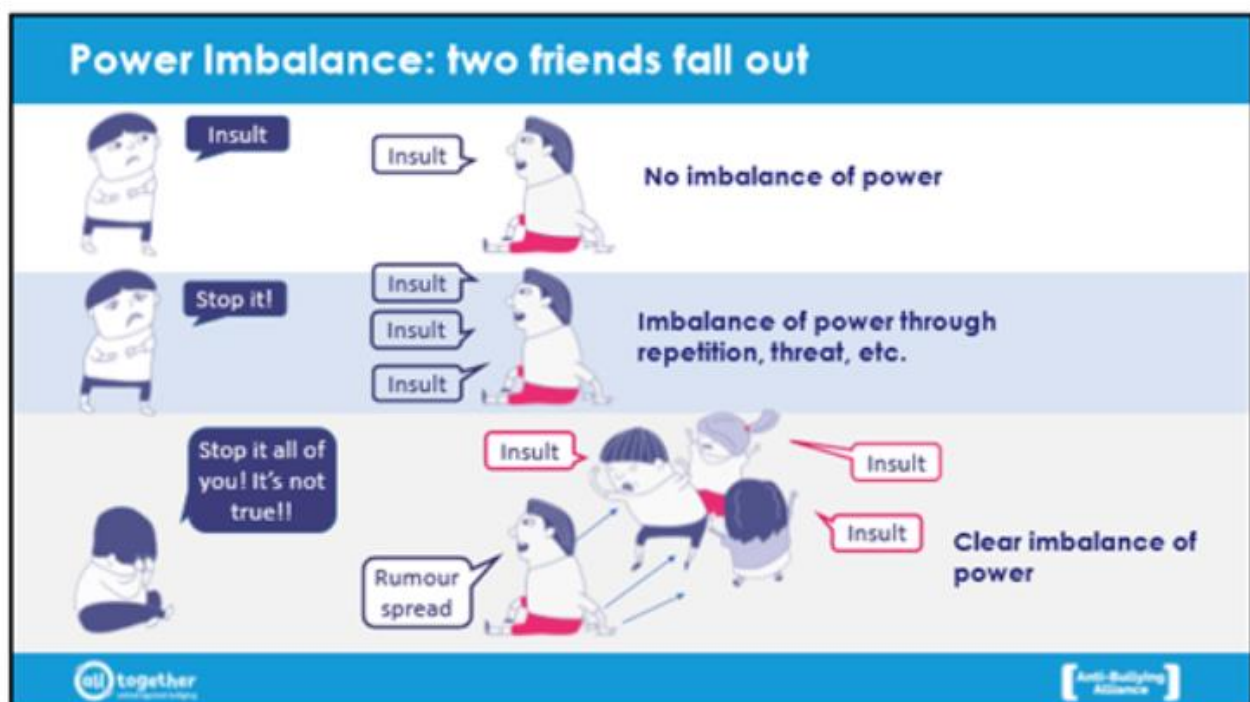
Objectives of this policy:

- To raise awareness of the school's stance towards bullying.
- To ensure that the whole school community (governors, teaching, support staff, midday supervisors, site maintenance, parents, carers and pupils):
 - have an understanding of what bullying is
 - knows what the school policy is on bullying
 - knows what to do should bullying occur
 - understand how bullying will be dealt with and by whom
 - can together build an anti-bullying ethos at Kingsthorpe Grove

What is bullying?

With effect from September 2020, Kingsthorpe Grove Primary School have adopted the Anti Bullying Alliance's (ABA) definition of bullying which is: **The repetitive intentional hurting of one person or a group, by another person or group where the relationship involves an imbalance of power.**

Bullying can be physical, verbal, or psychological and can happen face to face or online.



Why is it important to respond to bullying?

Bullying hurts and no-one deserves to be a victim of bullying, as everybody has the right to be treated with respect. Schools also have a responsibility to respond promptly and effectively to issues of bullying.

Bullying can have both short and long term effects on people, which in turn can effect mental health, so it is really important that we have a whole school approach to bullying which is pro-active.

Short term effects of bullying	Long term effects of bullying
<ul style="list-style-type: none">• Face barriers to learning• Miss school• Be excluded• Retaliate• Place strain on families/carers• Have impaired wellbeing• Self harm and experience depression	<ul style="list-style-type: none">• Earn less money• Have fewer academic qualifications• Not be in a stable relationship• Be obese• Experience mental health issues• Perpetrate or be a victim of domestic violence• Be homeless

Roles and responsibilities

Our Staff will

- Demonstrate, by example, the high standards of personal and social behaviour we expect from our pupils.
- Regularly discuss bullying with our pupils to:
 - reinforce the ABA definition
 - recap the roles involved in bullying
 - explain the damage bullying causes to all involved both short and long term
 - encourage our pupils to be defenders
- Be alert to signs of distress and possible indications of bullying
- Listen to all children involved in any bullying incident, take what is said seriously and act to support and protect everyone in accordance with this policy
- Support children to promote individuality and the rights of every child

We expect our pupils to:

- ensure that their actions do not hinder anyone's rights as a child
- refrain from becoming involved in any kind of bullying, except to be a defender
- to report any instances of bullying that they are aware of, to either their teacher or a member of the anti-bullying team
- to celebrate and promote individuality

We ask our parents to support their children and the school by:

- being aware of the ABA definition of bullying
- keeping lines of communication open with their child/children about their school relationships and watching for signs of distress or unusual behaviour, which might be evidence of bullying
- encouraging their child/children to report any bullying to their teacher or a member of the anti-bullying team and the importance of doing so
- informing the school of any suspected bullying, even if their child/children are not involved.
- co-operating with the school if their child/children are involved in an instance of bullying

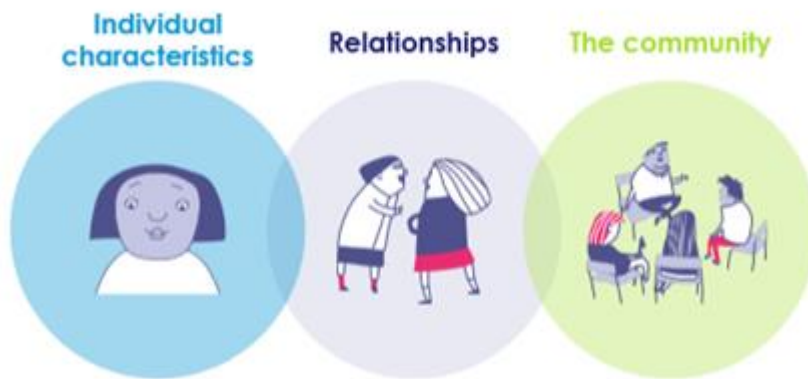
The responsibilities of all

Everyone should help to promote an anti-bullying ethos at Kingsthorpe Grove Primary School by continuing to educate pupils and reporting all instance of bullying to either class teachers or the anti-bullying team.

Who can be bullied and who bullies?

Bullying can be between pupils, pupils and staff, between staff by an individual or group, by parents/carers or any member of the school community and can be face to face or indirect using cyber-bullying methods. Safeguards are in place for both adults and children at Kingsthorpe Grove. The Leadership Team are lead professionals in cases of adult bullying and Local Authority policies are used to support adults.

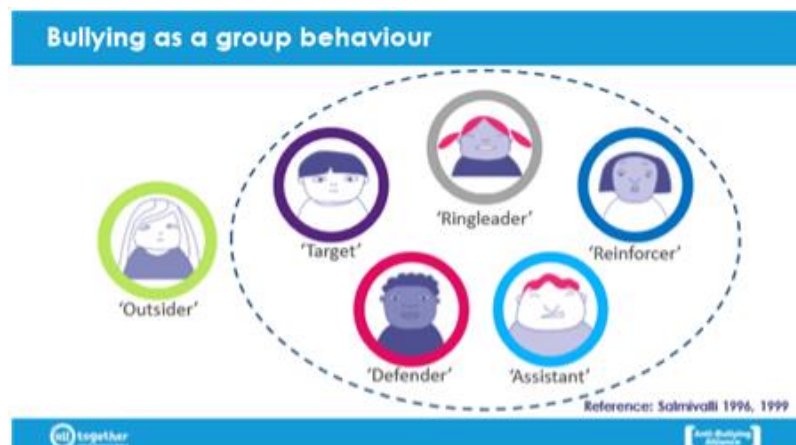
People bully and are more likely to be bullied due to



Which makes a number of people potential targets:

Disabled or those with SEN	Young Carers	Looked after children	Those who are or who are perceived as LGBTQ+	Race and Faith, religion or belief

Therefore, as a school community, we must act to protect everyone from bullying. We are committed to preventing and responding effectively to the bullying of these vulnerable groups in addition to the remaining protected characteristics mentioned under the Equality Act 2010: age, gender reassignment, marriage and civil partnership, pregnancy and maternity, sex and sexual orientation.



Previous ideas about bullying are that it is often one on one, however it should be recognised that bullying is often a group activity with many roles. Ideally, we want our children to become defenders.

What have we got in place to support potential targets?

In general, those who bully need to be taught and learn different ways of behaving. Targets of bullying should not be made to feel that they should change as this can give a message that the bullying is their fault and that they need to change or tolerate the bullying.

Vulnerable group	What have we got in place to create an environment that removes barriers for these groups of people and changes negative attitudes?
Age	<ul style="list-style-type: none"> • Clubs, opportunities etc... are open to all where appropriate – refer to Equality policy for more information.
Disability	<ul style="list-style-type: none"> • The children are taught about the rights of all children including those who have disabilities. • When deemed appropriate, children from our SEN unit are integrated into mainstream lessons. • Charity days and events raise money for and teach children about a range of disabilities. • Specialist days, such as ‘No Pens Day’ teach children about a range of disabilities. • Our PSHE/RSHE curriculum teaches about diversity and how we should respect differences and celebrate individuality.
Gender reassignment	<ul style="list-style-type: none"> • Under the LELE project, we are about to begin a process of looking at how inclusive our school is towards this group of people. Staff are beginning to be trained to support young people who may be gender questioning.
Marriage and Civil partnership	<ul style="list-style-type: none"> • Our PSHE/RSHE curriculum has been updated to ensure that when we talk about marriage, we also talk about civil partnerships as part of ‘Different Families’ work. • Following removal of Section 28, references to personal marriage or civil partnerships can be discussed.
Pregnancy and maternity	<ul style="list-style-type: none"> • Refer to Equality Policy and Maternity policy for more information.
Race	<ul style="list-style-type: none"> • Our RE curriculum explores different religions along with their beliefs. Children are taught that even though we may not agree with the beliefs of others, we should still respect them. • Various celebrations from a range of religions are celebrated and discussed in school, for example Diwali, Eid and Baisakhi. • Our PSHE/RSHE curriculum teaches children about diversity and difference and how this should be celebrated.
Religion or belief	
Sex	<ul style="list-style-type: none"> • Under the LELE project, we are about to begin a process of looking at how inclusive our school is towards this group of people. • Our PSHE/RSHE curriculum teaches children about the differences and similarities between people and covers sex. • Sexual orientation is covered by our PSHE/RSHE curriculum under the ‘different families’ work.
Sexual orientation	
Looked after children	<ul style="list-style-type: none"> • Raising the awareness of looked after children is covered in our ‘Different families’ work which is part of our PSHE/RSHE Curriculum.

Signs and symptoms:

Children and adults who are bullied may not always be prepared to tell someone. It is important to be observant and alert for signs of bullying.

- being unwilling to go to school (school phobic)
- becoming anxious and withdrawn
- crying themselves to sleep at night or nightmares
- feeling ill in the mornings
- beginning to feel poorly at school
- coming home with clothes or books torn
- having possessions 'go missing'
- continually 'losing' pocket money
- unexplained cuts/bruises
- becoming withdrawn, lacking in confidence
- becoming aggressive and unreasonable
- bullying other children or siblings
- refusal to talk about the problem
- giving improbable excuses to any of the above
- other excuses or constant complaints
- Children with special educational needs may not be able to express themselves so it is important to be vigilant and look for all signs and symptoms of bullying

Procedures (where possible, these should follow a SMART (specific, measurable, achievable, realistic and time bound) approach):

1. Anyone from our school community who is aware of an instance of bullying (be it in school, out of school, during journeys to or from school or an instance of cyberbullying) should report it, in the first instance on an orange form. Children can also report instances of bullying by using their Network hands or through bubble time.
2. Each child involved will then have a meeting with their teacher or the LBP where they will be listened to, to ascertain what has happened. All children should be given the option of having another trusted adult of their choice present during their meeting. Should the child be in the SEN Unit then they would be accompanied by their key-worker. If the child has special needs, particularly if the child has ASD then the child may feel that it is their fault and may not want to talk. Using tools such as a comic strip conversation may help in this circumstance. The teacher who is initially informed about the incident will become the, 'Lead Teacher'.
3. The lead teacher should then refer the case to the lead behavioural specialist, Teresa Ives, who will advise on further action including contacting parents, keeping them informed and next steps in terms of the children involved. This includes using the restorative approach and strategies to change bullying behaviour for all those involved (ringleader, reinforce, assistant, defender and target) remembering that we should NOT be trying to change the target. In certain instances, the incident may be taken on and dealt with entirely by Teresa Ives LBP.
4. Where possible, the 'Restorative Approach' will be used to reconcile pupils.
5. All orange forms, once completed by the lead teacher, should be passed to the Head Teacher (Alison Dolan) and will then be recorded on SIMs. These will be reported to the Governors on a regular basis for monitoring and where necessary, passed onto the relevant authority.
6. Any changes to school policy or procedures needed to prevent a similar incident happening again will be decided upon and implemented by Senior Management.

7. Individual follow up meetings are promptly arranged for all those involved in the incident by either each class teachers or Teresa Ives, as appropriate.

Outcomes:

1. The primary outcome is that the target(s) feel safe and are free from further instances of bullying.
2. The behaviour of the ring-leader, reinforcer and assistant have been changed for the better.
3. Support, where necessary, has been given to all involved
4. If possible, the pupils will be reconciled using the 'Restorative Approach'
5. Steps have been put in place to avoid a reoccurrence
6. Where repeated incidents take place and cannot be resolved, then further action would need to be implemented, for example outside agencies may need to be called in to advise the school. Parents may be invited in to take part in the restorative approach.

Recording incidents and sharing information

- Paper based reports are kept by the office
- Each orange form is recorded on SIMS
- Head teacher reports incidents of bullying to Governors at Full Governing body Meetings
- Where necessary, incidents are reported to the relevant authority

Prevention:

- Every September, staff are to be reminded of the anti-bullying policy and procedure on the first training day back in school.
- Every year the anti-bullying policy will be updated and added to the website.
- Assemblies, PSHE/RSHE lessons and Anti-bullying Week take place to remind children what bullying is, teach them why bullying is wrong, reinforce how we should behave, encourage them to report bullying incidents and to be active defenders.
- The school will engage with anti-bullying week every year and pupils should be involved in planning this. During this week parents/carers and pupils should be reminded of where our policy can be found and that they should continue to report any incidents of bullying
- In ICT lessons children are taught how to stay safe on-line and reporting mechanisms.
- There is on-going reinforcement of the appropriate behaviours through the school's core values, PSHE/RSHE curriculum and Rights Respecting work
- LBP and Learning Mentor support will be directed to support pupils who are identified as causing concern.
- Positive behaviour rewards are in place throughout the school. (See Behaviour Policy)
- The school council support the anti-bullying team and help to raise awareness across the school (Circumstances allowing).

Policy review

The policy should be reviewed annually by the LBP and HT.
Staff and parents should be made aware when the policies are updated on the website.