

Bullying & Harassment Policy



Learning together, respecting each other.

Our school promotes four key values of Equality, Respect, Self Worth and Co-operation.

These are shown in our **Code of Conduct**:

We always try to give everyone a fair chance

We always try to treat each other with respect

We always try to be the best we can

We always try to work together, helping each other

All of our policies reflect the ethos and vision of the Kingsley School community. We believe learning should be stimulating and enjoyable and that all children should be encouraged to be actively involved in their learning. This policy has been drawn up with full consultation of staff and governors. All our policies promote the five outcomes of Every Child Matters: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well being.

Our school should be a safe place where the emphasis is on mutual respect, regardless of perceived or real differences. Our anti bullying process is an integral part of our Behaviour Policy. It is evident from known research that bullying is prevalent in school and this prompts us at Kingsley Community School to avoid adopting the view that 'it doesn't happen here'. It is therefore our policy to actively and consistently monitor and discourage any circumstances or behaviour, which may lead to – or encourage – bullies or bullying.

DEFINITION OF BULLYING

“Bullying is deliberately hurtful behaviour; it is repeated over a period of time; it is difficult for those being bullied to defend themselves.”

There are three main types of bullying:

- Physical hitting, kicking, taking belongings.
- Verbal name calling, insulting, racist remarks.
- Indirect threatening, spreading nasty stories, exclusion from social groups.

Bullying can take place between members of the school community.

However, if two children of equal power or strength have an occasional fight or quarrel, this is not bullying.

WHAT ARE THE SIGNS OF BULLYING

A child might tell you that they are being bullied or you might hear about it from somebody else – your child's friends, neighbours or a child's teacher. Often though a child who is being bullied manages to hide it, they might be afraid that the bully will take revenge on them. They might feel that they are powerless and a failure. Because of this it is important to know some of the signs of bullying and look out for them.

- Not wanting to go to school
- A pattern of headaches or stomach aches
- Damaged clothes or bruising
- Missing equipment or belongings
- Asking for extra pocket money
- A sudden drop in standards of school work
- Fear about walking to and from school
- Secrecy about the reason for tears

It is important to remember that even if a child is showing one or more of these signs it doesn't always mean that they are being bullied. There could be other explanations. But it is important to be aware of the possibility and to look into it further

WHY DO CHILDREN BULLY OTHER CHILDREN?

Research has proven that children who might become bullies could:

- Feel useless and little self esteem
- Have been taught to succeed at any cost
- Be spoiled, without controls on behaviour
- Feel insecure in some way
- Have been bullied or abused themselves

This does not mean that all bullies have all or any of these characteristics, but understanding something about why someone bullies another child can help in dealing with them afterwards. Bullies tend to pick on someone they see as 'different' in some way. Staff and parents need to be aware of the possibility of bullying and look out for the signs. If it does happen, the school and parents need to act quickly and calmly so that the child is safe and secure, so that any ill effects can be overcome.

AIMS OF OUR BULLYING AND HARASSMENT POLICY

To raise awareness within the school community that bullying is a shared problem and that vigilance is required and intervention necessary if it is to be stopped.

- To make prevention of and dealing with bullying a high priority within the school.
- To involve teachers, non-teaching staff and governors in the implementation of this policy.
- To create a climate within the school in which children or adults can confide in any member of staff about being bullied.
- To promote school values which reject bullying and encourage co-operative behaviour.
- To use the school's planned Behaviour Policy to deal with acts of bullying.
- To use the school curriculum to explore issues of bullying.
- To recognise that most bullying behaviour takes place out of view and to improve the safety and security of 'hidden' areas.
- To increase self esteem and make all the children in the school feel valued.
- To ensure that any incident of bullying is dealt with following our set procedure.
- To offer support to the person who has been bullied and to their parents.
- To set up a programme for the bully which will help them to understand their behaviour and how it affects other children in the school so they will want to learn strategies to change their behaviour in future.

HOW WILL WE ACHIEVE THESE AIMS?

- Through our curriculum and our assemblies we will inform and encourage children to confide and actively discourage violent and aggressive behaviour.

- By encouraging children to be non aggressive, we will foster opportunities, whereby children can achieve and be recognised for co-operative behaviour e.g. Achievement Awards and You've Been Spotted prizes awarded at our Monday Celebration Assemblies, class award chart.
- We will encourage all members of the school community to take responsibility for, and to reflect on their actions, treating each other with respect.
- We will ensure that positive efforts are taken to establish a climate where bullying is rejected by all, as an anti-social activity, and where a respect for rules and fair play is encouraged at every opportunity. This links closely to our British values statement and practice.
- These efforts will be based in curriculum themes and PHSE/SEAL work where the issues of bullying will be given a high priority.
- Promote self respect and help pupils to resolve their differences amicably.
- Ensure that there is adequate supervision at all times but especially in areas where bullying is likely to take place e.g. toilets, work space areas and during wet playtimes.
- Ensure that all staff know that there are set procedures that are put into operation immediately if, and when, bullying takes place.

PROCEDURES OF ALL STAFF

When a member of staff becomes aware of an incident of bullying it is important to follow the set procedure:

1. Put a stop to it immediately and remove the victim and the bully from any audience.
2. Talk to both the victim and the bully and let them have their say. Tell them that action will be taken.
3. Speak to any witnesses of the incident.
4. Make written notes
5. If information with references to bullying is received from a third party e.g. parents/carers, re-assure them that action will be taken and they will be informed about the outcome.
6. Inform the Head Teacher or the Deputy Head Teacher who will take further steps to deal with the matter by:
 - Discussion with all parties involved
 - Counselling individuals – victim and bully
 - Informing both sets of parents throughout the procedure and enlisting their support
 - Using the school planned discipline to deal with the bully
 - Completing a High Incident form for head teacher
7. Remain vigilant so that episodes of bullying are not repeated, reprisals taken, etc..
8. Work on improving the self esteem of both the bully and the victim.

WHEN TOUGHER MEASURES ARE NEEDED

If necessary we will invoke the full range of sanctions that are detailed in the school's Behaviour Policy. These include:

- Timeout
- Withdrawal of play and lunchtime privileges
- Report cards and target books
- Exclusions : either fixed term or permanent

It also includes fixed and permanent exclusion from school.

In order to reduce incidents of bullying and recognise bullies at Kingsley all staff should watch for early signs of distress in pupils. We listen, believe, act.

School councillors are there as a child's first point of contact, if they feel they cannot tell an adult. There are 12 school councillors from Years 3, 4, 5 and 6 respectively who sit on the children's School Council and 2 representatives from KS1. Some of the children are also trained, by the Learning Mentor, to act as Peer Advocates and they are responsible for the initial response to the school's 'Bully Busters' box which is placed in the KS2 and KS2 corridors and used for children who may fear reprisals if they speak openly about bullying. There are also posters around the Learning Mentor's door advertising how children can report bullying and dissuading children from bullying.

BULLYING OFF THE SCHOOL PREMISES

Kingsley School is not directly responsible for bullying off the school premises; however, if both the victim and the bully are from this school, action will be taken as if the incident has occurred within the school, and this includes informing parents.

Where possible Kingsley School will support children who have been bullied, especially on their way to, or from school, by children from another school or by other persons.

The following steps should be taken:

- Talk to the children and parents involved from the other school
- Talk to the head teacher of the other school
- Talk to the police about problems on the local streets
- Talk to children about how to avoid or handle bullying situations

BULLYING DIRECTED TOWARDS RACE, GENDER, SEXUAL ORIENTATION OR DISABILITY

Kingsley Community School will not tolerate bullying against anyone because of her or his race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring.

Stereotypical views are challenged and pupils learn to appreciate and view positively difference in others, whether arising from race, gender, ability or disability.

RACIAL BULLYING/HARASSMENT

Racial bullying will not be tolerated at Kingsley Community School and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites other to behave in a racist way or writes racist insults, the City Council's procedures for the reporting of racist incidents will be followed.

A full investigation will be carried out, recording incidents in separate incident book and on Children's Services forms. Our school has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PHSE lessons and other areas within the curriculum.

Our school guarantees confidentiality and support for those being bullied. Racial incidents are always reported to the school's Governing Body.

SEXUAL BULLYING

Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from Kingsley School. Sexual bullying is characterised by abusive name calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.

Kingsley School's strategies to deal with sexual bullying include:

- Recording incidents on incident forms which are kept by head teacher in her blue book
- Reporting, in detail to Governors on a termly basis.
- Developing understanding of gender relations
- Exploring sexism and sexual bullying in PHSE lessons
- Using single sex groups to discuss sensitive issues
- Ensuring the school site is well supervised, especially in areas where children might be vulnerable.
- Implementing discipline procedures as appropriate

SEXUAL ORIENTATION

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bisexual to experience such bullying.

Strategies to deal with such bullying include:

- Recording incidents in a separate incident book

- Awareness by staff that homophobic bullying can occur
- Challenging homophobic language and explore children's understanding – they might not understand the impact.
- Guaranteeing confidentiality and support for those being bullied
- Implement discipline procedures if the bullying warrants it

SPECIAL EDUCATION NEEDS OR DISABILITIES

Children with Special Education Needs or Disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Kingsley School makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on children's appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A named friend is appointed for the child to confide in.

If the bullying is serious our school undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents. Discipline procedures are implemented.

High attainers, gifted or talented children can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

ASSISTING VICTIMS

After a cooling off period it is helpful to bring the victim and the bully together to work on restitution. The aim is to encourage each side to tell their story and then agree to act within a verbal contract. This contract will be monitored and evaluated so it can be adapted if necessary.

GIVE POSITIVE SKILLS TO VICTIMS

During Circle Time, PHSE/SEAL lessons, 1:1 group sessions with the Learning Mentor and assemblies, staff can utilise the support for the victims and illustrate to bullies what their peers really think about bullying behaviour. Feedback should be given in a non aggressive, but not unemotional way. Hearing their peers discuss their behaviour can have a powerful effect on bullies.

Discuss with children the difference between reporting and telling tales and why it is important to report to those who need to know and can make it stop. A crucial factor in dealing with bullying is the process of changing the attitude of all members of the school community.

While a teacher can, and should take whatever measures are possible to stop bullying, it is also important not to overprotect the victim. There will not always be an adult protector around to help them. Staff and parents can teach children how to stand up to a bully in an assertive but non aggressive manner. Assertion is a skill and need to be practised, emphasising:

- How to look assertive rather than aggressive
- How to think strong
- Specific words and phrases to use to convey one's rights. These can be practised by discussing bullying situations and what you would say to stop it.
- How and when to walk away
- That it is alright to answer bullies by saying you will speak to the teacher. The disclosure and the warning often make the bully think twice.
- When children start to talk, look, think and act assertively, they often feel better as they convey strength of intent and purpose.

Our Learning Mentors play an important role in demonstrating and promoting positive behaviour throughout the school by setting up individual and group programmes for children on a range of issues. Through their work they can help victims:

- By taking them through problem solving situations
- Teaching pupils basic confidence and assertive skills
- Demonstrating to children how to mediate with neutrality
- Showing children how to control themselves through a 'cooling off' period
- Using Circle Time or role play to explore issues
- Giving children a place for 'time out' to quietly reflect on their behaviour and calm down before sorting out a dispute

HOW CAN PARENTS HELP OUR ANTI BULLYING POLICY?

- If you think your child has been bullied, talk to them, encourage them to be open and honest.
- Reassure them that you want to help and that you won't do anything to make matters worse.
- Give them time and don't put pressure on them to tell you everything at once. Let them know that they can talk to you when they are ready.
- Stay calm. You will feel angry and upset and want to protect your child from further bullying, but your main task is to protect your child from further bullying by listening and providing comfort and understanding.
- Talk to your child's class teacher or make an appointment with the Head Teacher.

- The school wants to make sure that not only the bullying stops, but that it doesn't happen again with your child or any other. The bully will also need help and support.
- Now that things are out in the open your child will need reassurance. They are likely to feel a failure because of what might have been said to them and because they could not stop the bullying.
- You need to make them feel good about themselves, show them how they are loved by emphasising their talents, achievements and likeable qualities.
- Make sure they know they can talk to you about positive and negative topics.
- Make them feel secure till they build up their self confidence.
- Having told the school about the bullying, try to work with teachers on a plan of action.
- Let your child's teacher know how your child is at home and any effects you have noticed. Ask how your child appears at school. Has their work been affected? Are they mixing with other children?
- You need to see if there are ways that you can work with the school in your child's best interests.

CONCERNS AND COMPLAINTS.....AND COMPLIMENTS

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Head Teacher's notice. If the Head Teacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's complaints procedure.

OTHER RELATED DOCUMENTS

Underpinning the success of this policy is the need to enforce related policies e.g. Mission Statement, Equal Opportunities, Home/School Agreement, PSHE, Behaviour Policy, British Values statement Safeguarding and our Curriculum Policy. These policies in combination will support a coherent system for facilitating a healthy, social and learning environment in which all our pupils can flourish and achieve their full potential.

EVALUATION OF OUR BULLYING AND HARASSMENT POLICY

Evaluation is invaluable in enabling us to identify whether or not our policy is effective and appropriate. Periodic evaluation will ensure that this policy is adapted to changing needs, whilst at the same time continuing to protect children from being bullied.

We will evaluate our Bullying and Harassment Policy using the following measure:

- The number of incidents that are reported to staff over each term.

- From the comments received in our 'Bully Buster' boxes
- Children's perception of bullying in school through structured discussions in class time.
- Children's perceptions of the scale of bullying through periodic questionnaires
- We will investigate patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied
- The number of complaints and compliments we receive from parents/carers
- From the comments made by visitors and other people connected to the school

This policy applies to all staff and children, whether temporarily or permanently on the school roll. The Head Teacher is responsible for introducing and implementing this policy. However, all staff, children and their parents have an active role to play in the development and maintenance of the policy on its success.

Other formats available from the school office

Policy updated: March 2016

Date for revision: March 2018