



# Anti-bullying policy

## 2020-2022

**Informed by guidance from the Leicestershire Anti-Bullying Team**

**Author:** Executive headteacher

**Date agreed:** March 2020

**Version:** 1

**Review requirements:** 2 years

**Next review:** March 2022

**Approved by:** Chair of governors

## **Our aim and values at Ab Kettleby Primary School and Somerby Primary School**

Our aim currently been worked on, to reflect the great work we do.

It will show what values we promote and explicitly teach in our curriculum, so we help build great children who are a credit to themselves, their family and their school.

We want the children to try their best in all that they do – to aim high to achieve the best they can.

### **Responsibilities**

The governors of the school are responsible for determining the content of the policy and the headteacher for implementation.

### **Publication**

This policy will be published on the school website.

### **Monitoring and evaluating**

This policy will be monitored as part of the schools' monitoring and evaluation programme.

Other monitoring will be carried out by:

- Observations of playground activity by the Senior Leadership Team
- Ongoing evaluation of the Serious Behaviour and Bullying folder
- Evaluation of pupil's Bullying Survey results
- Pupil interviews
- Responses from annual questionnaire to parents/ carers analysed and addressed

### **Inclusion and equality statement**

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.



## **Introduction**

At Ab Kettleby and Somerby Primary Schools we are committed to providing a welcoming, caring and secure environment where children can learn and play safely, in line with our values and vision statement.

We believe that bullying behaviour is totally unacceptable and it will not be tolerated in our school and we expect the whole school community, including parents and carers, to model appropriate behaviour towards one another. We are a 'TELLING' school, which means we encourage anyone who experiences or sees bullying to TELL an adult straight away.

This policy was developed from consultation with staff, governors, pupils and parents and is written in line with the Department for Education (DfE) guidance 'Preventing and Tackling Bullying: Advice for School Leaders, staff and Governing Bodies' July 2011 (Revised May 2012) and with advice and support from the Leicestershire Anti-Bullying Team.

This policy is supported by the following school policies: Behaviour, Safeguarding, Whistleblowing and Acceptable use of ICT.

## **Aims and objectives of this policy**

- The aim of this policy is to set out what bullying is, how we respond to bullying, and how we create a positive and anti-bullying culture and ethos
- To reduce the instances of bullying throughout the school
- To promote the acceptance, tolerance and respect of individual differences
- To ensure that instances of bullying are reported so they can be investigated and recorded in line with this policy
- To take steps to prevent (as far as possible) and deal effectively with any behaviour deemed as bullying

## **Definition of bullying behaviour**

The children, parents, governors and staff have come up with the following definition of bullying:

**Bullying is behaviour by an individual or group, repeated over time, which intentionally hurts other people, either physically or emotionally.**

We believe that bullying is when children threaten, hurt or frighten other children **Several Times On Purpose – S.T.O.P.**

Bullying is not the odd occasion of falling out with others, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if this is done over a period of time on purpose.

It is different to other kinds of unacceptable behaviour because bullying intentionally singles out individuals/ groups of children, with the intention of hurting them.



We recognise the following kinds of bullying behaviours:

- Physical – pushing, hitting, kicking, punching or any other forms of violence. Taking, hiding or damaging someone else's belongings
- Verbal – name-calling, threats, insulting, abusive remarks, nasty teasing
- Psychological – spreading rumours, exclusion from games and chats
- Emotional – excluding, tormenting, humiliating, excluding from social groups, gesturing, body language
- Cyber – use of electrical devices, including mobile phones, and social net-working sites on the internet to deliberately upset someone

Bullying can take many forms including:

- Racial
- Religious/ Cultural
- SEN or Disability
- Appearance or health conditions
- Related to home circumstances
- Sexual orientation
- Sexist

We also acknowledge that staff can be bullied. We will not accept the bullying of a member of staff by any child, parent or other member of staff.

### **Signs and symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is unwilling to come to school
- Begins to truant
- Feels ill in the morning or before a particular lesson, or claims to feel ill
- Becomes withdrawn, anxious or lacking in confidence
- Stops eating
- Suddenly starts getting low marks
- Becomes very emotional and tearful
- Becomes aggressive, disruptive or unreasonable
- Has unexplained cuts and bruises
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received

These signs and behaviours may indicate other problems, but bullying should be considered as a possibility and explored.



## **Reporting and responding to bullying**

This is where we tell children what to do if they are being bullied. Posters (see right) are around school for the children to see, which were written with our school council.

We are a 'TELLING' school, so...

### **Tell someone about it!**

'**S**everal **T**imes **O**n **P**urpose' – S.T.O.P

'**S**peak **T**o **O**ther **P**eople' – S.T.O.P

All adults at school take reports of bullying seriously and will act upon it. You can also tell a trusted friend who will inform a school adult.

We expect bystanders (children, school staff and parents/ carers) to tell an adult in school. Bystander behaviour is regularly a feature of assemblies and Personal, Social, Health Education (P.S.H.E.) sessions for all year groups.

## **What should parents/ carers do if they think/feel/believe their child is being bullied?**

Contact the school.

The first point of contact is the child's class teacher. It is important that parents feel confident to talk to staff about their concerns.

*The class teacher will:*

1. Clearly explain school policy and reassure the parent that the allegation will be followed up promptly
2. Agree a timescale to speak to the parent after investigations have been made
3. Inform the Headteacher or Deputy Headteacher of the incident and outcomes
4. Feedback to the parent and reassure that appropriate measures are being taken to ensure the well-being of their child in school

## **School staff will respond to reported incidents by:**

1. Class teacher/ headteacher/ deputy headteacher will meet with the victim and encourage them to talk about the incidents, issues and feelings
2. Arrange an appropriate programme of support to monitor and restore a child's well-being
3. Inform the victim's parents
4. Collect information from other children if appropriate
5. Class teacher/ school lead/ executive headteacher meet with the child alleged to have been involved in bullying behaviour and listen to their perception of the incidents and any motivation for the behaviour
6. If bullying has taken place encourage the child to acknowledge that the behaviour is unacceptable and must stop
7. The school lead/ executive headteacher will decide at what point it is appropriate to make contact with parents depending on the nature of the incident
8. Should any incidents of bullying be deemed of a particularly serious nature the executive headteacher will inform parents immediately of the possibility of exclusion
9. The executive headteacher may take the decision to exclude a child immediately for serious bullying behaviour



The following graduated sanctions may be used as part of the school behaviour procedures – these will be in relation to the severity of any incident:

- Apologise to the victim verbally or in writing
- Lose playtimes
- Spend lunchtimes with an adult in 'Time In'
- Parents invited into school to discuss incident and consequences
- Daily or weekly report card
- Temporary or permanent removal to another class
- Withdrawal from participation in school visits or club activities that are not part of the statutory curriculum
- Fixed term exclusion
- Permanent exclusion if bullying persists
- Police notified if a criminal offence committed

### **What will happen next?**

The executive headteacher, lead teacher or class teacher will follow-up with the child(ren) concerned over the course of the first few weeks after a bullying incident, and will monitor after that for an appropriate amount of time, depending on the situation.

### **How will we support the bullied child?**

We will reassure the target of the bullying, and help them discuss how it made them feel and what they need to help support them, such as:

- Peer support/ buddy
- Support from a trusted school adult, such as when they feel anxious or under pressure
- A phased return to school
- Things to do at break and lunchtime so they are not alone

### **How will we work with the bully to change their behaviour?**

We will support them by:

- Making sure they understand how to follow the school rules and the consequences if they break them
- Helping them learn empathy – learn the effects their behaviour choices have on others
- Teaching other children to learn about their behaviours that support and enable bullying, such as if a bully finds themselves isolated it is a powerful incentive to stop

### **Bullying outside school premises**

Where bullying outside school is reported to school staff, it will be investigated and acted on. Bullying will not be tolerated and the executive headteacher has a statutory power to discipline pupils for poor behaviour outside of the school premises.



## **Recording incidents**

Incidents will be recorded in a central anti-bullying log called the 'Serious behaviour and bullying folder'. The person responsible for co-ordinating the recording system and analysing patterns is the executive headteacher.

The information will be used to see what patterns emerge (e.g. where most bullying happens, why it happens, who does it, when it occurs etc.), and what needs to happen to reduce the incidents of bullying.

Our anti-bullying forms have been made following the principles of the Leicestershire Anti-Bullying Team.

## **Strategies we use to prevent bullying**

- We are proactive – we've developed a school ethos that promotes tolerance and respect of all.
- Anti-bullying information is high profile around the school
- We keep anti-bullying high profile through regular anti-bullying assemblies, activities and lessons
- School rules are prominently displayed around the school
- We use praise and rewards to reinforce positive behaviour
- We have an anti-bullying week every year to promote the school's anti-bullying approaches
- We regularly conduct a whole school survey on bullying, evaluate responses and respond accordingly
- We deliver the anti-bullying message in PSHE lessons (personal, social and health education) including SEAL (social and emotional aspects of learning) and R-Time (relationship time), other relevant subject areas and assemblies
- Difference and diversity is promoted whenever possible as part of the curriculum
- Anti-bullying is a regular agenda item for School Council meetings and the Senior Leadership Team meetings
- Anti-bullying training is given to all members of staff including lunchtime supervisors
- Break times and lunchtimes are used as a time to participate in activities, so there are lots of things to do during these times
- The whole school community is encouraged to model appropriate behaviour towards one another

