

# Kingston Park Primary Academy

## Anti-Bullying Policy September 2015

*(in line with Nottinghamshire Guidance for Schools: Bullying and Prejudice-Related Incidents - January 2015 )*

Revised September 2016- no amendments

Review September 2017

Revised November 2017

### Aims

1. To ensure that all people (children and adults) in the school community are able to work in a safe and secure environment free from humiliation, harassment, oppression and abuse.
2. To clarify for all members of the school community that bullying is not acceptable and must be totally discouraged. Everyone must act in a positive way to ensure that bullying and harassment is challenged and reported.
3. To produce a consistent school response to any bullying and prejudice related incidents of harassment that may occur.
4. To make all those connected with the school aware of our opposition to bullying and prejudice.
5. To make clear each person's responsibilities with regard to any bullying, prejudice and harassment in our school.

### Definition

**Bullying** is repeated behaviour which makes other people feel uncomfortable or threatened.

Bullying and harassment can take many forms but may be:

1. Physical: e.g. hitting, kicking, taking or hiding belongings.
2. Verbal: e.g. name calling, teasing, insulting, racist remarks, writing unkind notes or negative comments on social networking sites.
3. Emotional: e.g. spreading rumours, excluding from groups, tormenting, staring.
4. A combination of the above: e.g. extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).
5. Cyber: email, online games or any digital technology to threaten, tease, upset or humiliate someone else.

Any of these may also have contexts which discriminate in relation to age, race, gender, disability, special educational need, faith, religion, socio-economic background, sexual orientation or trans-gender (these will be referred to as 'protected characteristics' in this policy).

### Prejudice-based incident / Hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour

that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incidents.

**Signs of bullying.** Those being bullied or harassed may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their school work may deteriorate. They may lack concentration or even truant from school.

**Encouragement to Tell** (Disclosure by person being bullied/ harassed)

It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue.

**Incidents in the community/ out of school**

School staff may be told of incidents that have taken place outside of school. In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, school will investigate, record and report the incident. Serious prejudice-based incident or bullying will be reported to the community police.

Whilst it is improbable school will discipline pupils in this instance it should be recognised: *Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.* (Behaviour and discipline in schools; A guide for head teachers and school staff Department for Education, 2012).

**Prejudice – related incidents involving adults**

School will record incidents involving adults in and around the school community. Hate incidents and anti-social behaviour will be referred to the community police. All incidents will be included in the termly report to the EAB.

**Guidelines and Procedures**

The exact course of action will vary with each situation but the main objectives should be that bullying and incidents of harassment are brought into the open, discussed and strategies agreed to help resolve the problem. It is always important to make clear that:

1. The bully's behaviour is unacceptable and the bullying must stop.
2. Everything that happens is carefully recorded.
3. The application of sanctions will depend on the individual circumstances of each incident.
4. Revenge is not appropriate for the victim.
5. The school will work with the parents of both the victim and the bully.
6. Support will be available for the victim.
7. Support will be available for the bully to help change his/her behaviour.

**This is an overview of the procedure to follow in cases of bullying or harassment.**

Action taken to address issue with year group / school if necessary e.g. through circle time / assembly

Member of staff to investigate further (if incident reported) or challenge behaviour immediately 3

Incident form to be completed and filed.  
Incidents to be reported to Education Advisory body on a termly basis.  
Response to perpetrator and family  
Response to victim and family  
Refer to Neighbourhood Policing Team ( PCSO)where appropriate

## **The School Curriculum**

The School curriculum will be used to:

1. Raise awareness about bullying behaviour and about the school's anti-bullying policy.
2. Challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

There are many opportunities within the curriculum to raise awareness, to teach relationship management, to enunciate policy and to discourage bullying or harassment via:-

- . Assemblies
- . PSHE/Drama/English lessons for example
- . Group work/circle time/befriending
- . Preventative strategies- including supervision of all areas of school and maintaining a stimulating environment
- .Anti-Bullying wholes school activities

## **Roles and Responsibilities'**

### **The role of the Principal**

It is the responsibility of the Principal to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Principal ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

The Principal sets the school climate of mutual support and praise for success, so making bullying and harassment less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of the teacher and support staff**

All the staff in our academy take all forms of bullying seriously, and seek to prevent it from taking place. If teachers witness an act of bullying, they will investigate it themselves and refer it to the Principal. Teachers and support staff do all they can to support the child who is being bullied. The teacher or Principal will inform parents if bullying tendencies are developing. The Principal keeps a log book of bullying incidents. Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. 4



### **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response they should contact the Principal. If they remain dissatisfied, they should follow the school's complaints procedure. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. We will recognise, and encourage parents to recognise the difference between bullying and bossiness or boisterous play. Bullying is a wilful, conscious desire to hurt, threaten or frighten. Bossiness is usually directed at whoever is around at the time and requires the development of social skills. Bullying is a deliberate intention to spoil other children's activities, showing violence and hostility. Boisterous behaviour is not vindictive or aimed to hurt individuals or groups.

### **The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied and if the bullying continues, they must keep on letting people know. This will be reinforced in assemblies, circle times when children are encouraged to discuss how they feel.

### **The role of governors**

The education advisory board (EAB) supports the Principal in all attempts to eliminate bullying from our school. The EAB will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The EAB monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Principal to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school anti-bullying strategies.

### **Monitoring evaluation and review**

This policy is monitored on a day-to-day basis by the Principal. This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the schools anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Principal at EAB meetings. The principal will report in particular any bullying incidents that involve the protected characteristics outlined above.