



# Anti-Bullying Policy

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## Anti-Bullying Policy

### **Philosophy**

At Kingfisher Primary, we respect every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available. Bullying of any kind is unacceptable within our trust. Our anti-bullying policy ensures that all our children can learn in a supportive, caring and safe environment without the fear of being bullied. If bullying does occur, it is a problem to which a solution can be found. All children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING academy. This means that anyone who knows that bullying is happening is expected to tell the staff, parents or a trusted adult.

### **Statement of Intent**

Our aim is simply to 'End Bullying'. The objectives of the academy in formulating this statement are:

- To raise the profile of bullying and to implement strategies that will help to prevent bullying
- To acknowledge that both the target and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported
- To recognise that we all have a responsibility for challenging bullying – children; staff; TMB members; parents/carers – and to explain how we can meet our responsibilities

### **Definitions – What is bullying?**

**Bullying** is defined as,

**"deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves."**

We define bullying as physical or verbally aggressive behaviour that occurs 'Several Times on Purpose'. We use this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours.

Bullying can be:

- **Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)**
- **Physical – pushing, kicking, hitting, punching or any use of violence**
- **Verbal – name-calling, sarcasm, spreading rumours, teasing**
- **Sexual – unwanted physical contact or sexually abusive comments**
- **Cyber – all areas of the Internet, such as email, and internet chat room misuse, Facebook, Twitter and other social networking sites; Mobile threats by text messaging and phone calls; Misuse of associated mobile technology i.e. camera and video facilities**

Perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:

- The religious background or faith of the person being bullied
- A disability, perceived physical difficulty or Special Educational Need
- The race of the victim e.g. racist name calling, taunts, graffiti or gestures

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of the child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is defined as **Several Times on Purpose.**

### **Possible Signs and Symptoms of Bullying:**

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

- ❖ Is unwilling to go to school
- ❖ Becomes withdrawn, anxious or lacking in confidence
- ❖ Starts stammering
- ❖ Threatens suicide or runs away
- ❖ Cries themselves to sleep or has nightmares
- ❖ Feels ill in the morning
- ❖ Begins to see a decline in schoolwork
- ❖ Has possessions which are damaged or go missing
- ❖ Has unexplained cuts or bruises
- ❖ Becomes aggressive, disruptive or unreasonable
- ❖ Stops eating
- ❖ 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

### **To Combat Bullying we will:**

- Take all bullying problems seriously
- Encourage children to tell someone at school/home or to use the 'tell me box'.
- Address Bullying through the Curriculum.
- Be involved in education initiatives that can help challenge Bullying
- Provide access to appropriate advice and support for both target and perpetrators e.g. Learning Mentor, Inclusion team, Parent support advisor.
- Actively engage children and young people in challenging bullying e.g. Peer Support;
- through the School Student Council, through P4C or SEAL sessions
- Ensure all incidents/allegations of bullying are logged on CPOMs

An Anti-Bullying Policy can be effectively introduced and enforced in a supportive climate where children and staff have an understanding of bullying and expectations. In this regard, the children and staff within Kingfisher Primary are expected to be responsible for their personal conduct and behaviour and to support others by reporting concerns (not keeping secrets) and promoting anti-bullying messages and positive citizenship.

### **The Role of Children**

Children are encouraged to 'Start Telling Other People'.

They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.

Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.

### **The Role of Parents/Carers**

Kingfisher Primary recognises that parents/carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways such as:

- Trying to recognise and share with their children the understanding of the term 'bullying'
  - that is **not a one off act** e.g. a fight or one incident of name calling, but it is
- persistent behaviour that impacts emotionally on a child and causes them stress
- Stress to their children the importance of appropriate sociable behaviour and not acting in anyway that would make the situation worse or could be seen as bullying or threatening against another child
- Reporting any misgivings they have concerning either targets or perpetrators of bullying sharing concerns as soon as possible - not promising a child that they will not tell anyone.
- Actively endorsing and supporting the Anti-Bullying Policy by acting responsibly and calmly
- In the event that sanctions are made, supporting the decision by making clear their disapproval of this behaviour
- By not automatically dismissing the suggestion that their own child could be involved in bullying another child and work positively with school to change the behaviour

### **Bullying outside the academy's premises**

Academies are not directly responsible for bullying that occurs off their premises. However some bullying does occur outside of the academy, including cyber bullying. Where a child reports such an incident the following steps could be taken:

- Raise incident with staff at other schools/academies if appropriate

- Talk to children about how to avoid or handle bullying outside the school premises
- If perpetrators of bullying are from within the same school discuss incident with them
- Inform parents of incidents if appropriate, particularly if they involve cyberbullying/bullying through the use of social networking sites etc

### **Bullying Incident Procedure**

- All bullying problems to be taken seriously
- Reported incidents to be investigated thoroughly
- Ensure alleged perpetrators and alleged targets are interviewed separately
- Obtain witness information
- A written record including details of incident, investigation and outcomes to be completed
- Inform appropriate staff about incident
- Parents/carers to be informed if appropriate
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### **Handling the Targets**

1. **Reassuring:** that they are not to blame, that they will be protected, that dealing with the perpetrator is the only way to beat them
2. **Monitoring:** Being particularly vigilant for the next few days; asking the child to report after every period of free-time for the next few days to ensure problem-free days. Key staff in the academy to be aware of the incidents that have occurred and monitor vigilantly.
3. **Informing:** Where bullying has been protracted or had significant effect on the child we will contact parents and let them know of the situation and the academy's efforts to combat it.

### **Handling the Perpetrators**

1. **Reforming** : this will involve talking through the incident and reasons for it. It will also entail trying to get the perpetrator to see things from the point of view of the target.
2. **Informing:** where the bullying has been protracted, had a significant effect on the child or where there have been a number of smaller incidents we will contact parents and let them know of their child's behaviour.
3. **Disciplining:** This will depend on the severity and frequency of the bullying and will be in line with our behaviour policy

### **Monitoring and Reporting**

All incidents are reported using CPOMs and incidents are regularly checked to see if there are patterns of behaviour that may be regarded as bullying. The senior leadership team are responsible for co-ordinating the recording system, liaising with class teachers and other staff to ensure that incidents are not missed.