



Anti-Bullying Policy

Approved by governors: March 2023

Next Review: March 2025

Committee: Pupil and Personnel / Strategic Development

At Kingsway we believe that as a school community, we should:

- Work together to meet the needs of all our children.
- Give praise and encouragement and recognise each other's achievements.
- Offer constructive criticism and support so that our children develop to their full potential.
- Understand that everyone has special educational needs at some time
- Ensure that we carry out our legal obligations to keep our children safe.

We believe that every child should:

- Feel safe, happy and enjoy learning.
- Be respected and valued.
- Be offered the full range of activities available in our school.

In line with our behaviour policy the children have identified the following rights and responsibilities;

Our Rights

A good education
To be safe
To play
To feel valued
To make mistakes

Our Responsibilities

To help others learn and have good attendance
To be careful and aware of others' feelings
To play with kindness and consideration
To treat others how you want to be treated
To learn from your mistakes

We recognise that a school has a responsibility to understand of the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm.

Policy Development

This policy was produced in consultation with the whole school community.

- Staff – through United Against Bullying project actions
- Pupils – United Against Bullying questionnaires, developing a ‘Child Friendly Policy’ and Rights and Responsibilities
- Governor representatives through committee meetings
- Parents / Carers through feedback
- Other agencies

This policy is available via the school website and from the school office.

Roles and Responsibilities

The Headteacher has overall responsibility for the policy, its implementation and liaising with the governing body, staff, parents and carers, pupils, the LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Senior Designated Safeguarding Lead in our school is **Mrs Bradbury. Mr Wilson** and **Miss Limb** are also Designated Safeguarding Leads.

Safeguarding is the responsibility of all staff, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Anti-Bullying Co-ordinators are:

Mrs Bradbury Headteacher
Mrs Turner P.S.H.E. Co-ordinator

Their responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated governor with responsibility for Anti-Bullying and Behaviour is: Ian Lowrey, Chair of Governors

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Child on Child Abuse

This can include but is not limited to:-

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

(See Child on Child Abuse Policy for full details)

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Again, this needs to be considered by cross referencing with the Peer on Peer policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

What does bullying look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalisation.

Although bullying can occur between individuals it can also take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion / belief
- sex /gender
- sexual orientation

These are called ‘protected characteristics’.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include

- young carers
- looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

As a school we have supported children who have experienced issues whilst at home and online.

What is Cyberbullying?

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, as a school we have supported children and offered guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour.

Reporting and responding to bullying

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Children and young people in school including bystanders

- Speak to an adult as soon as possible following the incident. Speak to the class teacher as soon as possible.
- Mrs Bradbury is on the playground each lunchtime
- Staff will note down what had been reported to allow follow up to take place
- Staff will need to speak to children directly
- Follow up actions and phone calls will usually be required

Parents/carers

- Contact the class teacher via Class Dojo to alert them to the incident
- Email the class teacher
- Email via the school office. Address emails to Miss Limb for children in EYFS / KS1 and Mr Wilson for children in KS2
- Mrs Bradbury is on the playground each morning
- Staff will note down what had been reported to allow follow up to take place. They will also need to speak to the child directly.
- Follow up actions and phone calls will usually be required

All staff and visitors

- Speak to Miss Limb for children in EYFS / KS1 and Mr Wilson for children in KS2
- Staff will note down what had been reported to allow follow up to take place. They will also need to speak to the child directly.
- Follow up actions and speaking to staff will usually be required

Procedures

All reported incidents are taken seriously and investigated by involving all parties:

- children and young people in school including bystanders
 - parents/carers
 - all staff and visitors
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- Interviewing all parties including target, bully and all others involved
 - Informing parents/carers
 - Respond with support processes.
 - Consider the context of individual cases including any protected characteristics for target and victim and how this may influence any actions taken
 - Refer to Behaviour Policy and School Sanctions:
Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy.
 - Responses may vary according to the type of bullying and may involve other agencies where appropriate
 - Follow up all reported incidents, including keeping in touch with the person who reported the situation and parents/carers
 - Use appropriate support e.g. solution focused, restorative approach, 'Circle of Friends', individual work.
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- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime
- Liaise with the DSL if there are any safeguarding issues to consider- who may refer on to the MASH
- Use the EHAF to support the process where appropriate and other agency involvement is required.

Recording Bullying and Evaluating the Policy.

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

Records will be stored centrally and used to:

- Ensure incidents are followed up appropriately.
- Identify and monitor trends.
- Inform preventative work.
- Inform the development of the policy.

Information will be discussed regularly by staff during staff meetings.

This information will be stored in accordance with GDPR.

The policy will be reviewed and updated every two years.

This policy is available:

- Online at www.kingswaytypepad.com
- From the School Office.
- In a 'Child Friendly Version' in school

As part of our ongoing commitment to the safety and welfare of our pupils at Kingsway Primary School, we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Developing our Kingsway KIT (Kindness, Independence and Teamwork) which underpins our curriculum
- Kingsway KIT weekly assemblies linked to KIT targets
- Use of our PHSE scheme across the school
- Silver SEAL groups
- Class Council and School Council – Student Voice
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- United Against Bullying questionnaires for children
- Wellbeing questionnaires for children
- Involvement in the United Against Bullying project. Currently school has Anti-bullying Alliance Gold status.
- Anti-bullying Alliance online training modules for all staff
- P4C training
- Year 6 pupils access the D.A.R.E. Programme.
- Year 2 pupils access the C.A.S.E. Programme.
- Year 5 and Year 6 visit Kirkby College
- Inclusion groups
- Think Children 1:1 support
- Lunchtime activities and clubs
- School Rights and responsibilities – designed by the children.

- Kindness Ambassadors / Sports Ambassadors at lunchtimes
- Special weeks e.g. Anti-Bullying Week, Internet Safety Day
- Curriculum adapted to take into account the need to combat bullying through different areas. E.g. Year 5 Conflict and Resolution project
- Role-Play & Drama.
- Behaviour Support- Inclusion.
- Behaviour/Attendance Partnership SBAP.
- Staff training and development for all staff focussing on restorative approaches
- Peer Support links between classes
- Displays.
- Internet Safety Policy / Training –children, parents/carers- opportunities.
- Esafety opportunities for parents and carers.

QUALITY MARKS

- Anti-Bullying Alliance All Together School Gold status September 2018, 2019, 2020
- International Schools 2007-2010 2010-2013 2013-2016 2016 - 2019
- Investors in Pupils Award 2011-2014 2015-2018 2018 - 2021
- Stephen Lawrence Standard Award 2014
- Healthy Schools Gold Award
- Investor in People Award.



Links with other policies

- Behaviour Policy
- Whole School Child Protection and Safeguarding
- Internet Safety/esafety - Acceptable Use Policy
- Special Educational Needs and Disabilities

Links with other policies Policy

Child on Child Policy - Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)

Behaviour Policy - Rewards and sanctions, Codes of conduct

Safeguarding Policy - Child protection and Contextualised Safeguarding

PSHE/Citizenship - Strategies to prevent bullying as part of a structured PSHE programme

Complaints' Policy - Guidelines to make a complaint if families are not happy with the school's response