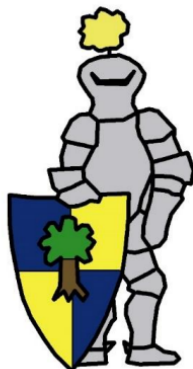


Knightwood Primary School



Anti Bullying Policy

Name of School:	Knightwood Primary School
Name of Responsible Manager/Headteacher:	Emma Clark – Headteacher
Date Policy approved and adopted:	November 2024
Date Due for review:	November 2025

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

“Learning to understand and manage conflict is an important part of growing up. Bullying is not simply “falling out”. Research shows that experiencing bullying can have a significant impact on a child’s life well into adulthood.” *Antibullying Alliance (2022)*

Bullying of any kind is unacceptable and not tolerated at our school. If bullying does occur, all pupils and adults within our school family should be able to report it with the confidence that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening to one of our pupils is expected to report it.

The school will seek ways to counter the effects of bullying that may occur within school or the local community, and will provide activities within the curriculum to minimise the likelihood of bullying taking place. The ethos of our school fosters high expectations of behaviour and we will challenge any behaviour that falls below this.

We aim to ensure that all pupils feel secure, are able to trust without fear, and can expect protection from adults in positions of care and responsibility.

The government makes it clear that schools have the power to discipline pupils “beyond the school gate”, particularly when they are travelling to and from school and/or wearing the school’s uniform. (*Behaviour and Discipline in Schools 2014*). At Knightwood if we receive a complaint about our pupils outside of school, either from a concerned member of the public or from another parent, then we will investigate this when appropriate.

If we do investigate a complaint about behaviour beyond the school gate, we would always endeavour to inform the child’s parent or carer at the earliest opportunity. We would also always try to inform the person making the complaint of the action we had taken.

Our policies and procedures uphold the Equality Act 2010. We are committed to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children; children with SEN; those who are or perceived to be LGBT; race and religion targeted; young carers; looked after children; appearance targeted and those experiencing sexist and sexual bullying.

What Is Bullying?

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.” ([Our definition of bullying \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk))

It is not bullying when two children of similar age, power or strength have an occasional fight or quarrel. Bullying is defined as any actions that are meant to be hurtful and can take many forms.

Forms of Bullying

- 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. (please refer to our Child Protection and Safeguarding policy)
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Prejudice-related incidents:

A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person. This covers all incidents related to the protected characteristics set out in The Equality Act 2010.

Where there is a concern that the incidents are repetitive and intentional, they will be dealt with as a bullying incident.

We recognise that some pupils are in some way more vulnerable to bullying, such as pupils who have specific abilities, disabilities or special educational needs (including behaviour), pupils new to the school, pupils who fall into specific social groups due to their family status or those with English as an Additional Language. School is highly aware of these pupils and takes additional care to meet their needs.

Why is it Important to Respond to Bullying?

Bullying hurts and damages. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and kindness. Pupils who are bullied need support to help them to learn different ways of behaving and perhaps address the reasons which are leading them to bully. Schools have a responsibility to respond promptly and effectively to issues of bullying. As a school we take bullying seriously. We ensure that everyone is working in partnership to promote positive relationships and support anti- bullying within our school.

Objectives and aims of this Policy

- This policy aims to produce a consistent school response to any bullying incidents that may occur. All incidents are treated seriously and are dealt with quickly and efficiently.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

- All governors, teaching and non-teaching staff, pupils, parents and carers will have an understanding of what bullying is.
- All stakeholders will work together to raise awareness of the effects of bullying and actively create a culture of no-tolerance of bullying within our school.
- All stakeholders will know what they should do if they suspect that bullying is happening. Parents can request a paper copy if desired or access the policy on the website. All staff and volunteers will be shown the bullying policy during their induction.
- This policy will ensure that any confirmed incidents of bullying are dealt with swiftly, effectively and consistently to minimise any lasting harm.

Signs/behaviour to look out for:

It is important that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems.

The signs and behaviours listed below could indicate different issues; however, bullying should be considered a possibility and should therefore always be investigated:

- a change in behaviour, becomes aggressive, anxious, withdrawn, have low self-esteem
- not wanting to go to school
- goes missing from home or often complains of being ill
- falling behind in their school work or a dip in results
- 'loses' possessions at school
- ceases to communicate with parents
- loses their appetite
- has regular nightmares or has trouble sleeping
- begins to ask for/ steal money
- bullies younger siblings
- self-harms or threatens/ attempts suicide
- frightened to go to or from school

The role of governors

The governing board supports the head teacher in all attempts to eliminate bullying from our school. The governor board 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 governing board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow our school's complaints policy.

The Anti-Bullying Policy will be reviewed annually by the governor board.

The role of the Senior Leadership Team (SLT)

It is the responsibility of the head teacher to implement the Anti-bullying Policy, 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 head teacher ensures that reports are made to the governing body about the effectiveness of the anti-bullying policy.

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

The SLT ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The SLT sets the school climate of mutual support and inclusion making bullying 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 staff members

All staff will receive training and/or updates on the implementation of the Anti-Bullying policy annually. The policy is available in the Policy folder in the staff area on the curriculum drive and on the school's website. Staff induction materials include the Anti-Bullying Policy.

The staff in school take all forms of bullying seriously, and seek to prevent it from taking place. The school's value of kindness is continually referred to in assemblies, PSHE lessons and when dealing with any inappropriate behaviour. Our school rules: ready, respectful and safe are also high profile.

Staff, through their professional responsibilities, model positive behaviour and actively encourage children to have respect for each other and for other people's property. Pupils' polite and kind behaviour is regularly acknowledged and rewarded each week in the celebration assembly.

How staff actively work to prevent bullying:

Staff use the following methods to attempt to prevent bullying from happening at our school. As and when appropriate, these include:

- Cultivating a positive school ethos and curriculum to promote a positive attitude to diversity in school, home and the wider community.
- Providing a high quality learning environment with adults and young people, teaching and modelling positive social, emotional and behaviour skills.
- Teaching high quality PSHE lessons
- Reading stories about bullying or having them read to a class or assembly.
- Play Leaders model appropriate interactions between peers

- We use Restorative techniques to help resolve friendship issues and fall-outs
- Proactively reducing the potential for conflict and encouraging co-operative play by zoning areas of the playground to increase the range of activities available.
- Class discussions about bullying, what it is and the impact it can have on others.
- Encourage the children to share feelings and staff to be approachable at all times should an issue arise.
- Having an open door policy to enable parents to discuss any concerns with staff straight away.
- School to review training needs of all staff and children on a regular basis to ensure that everyone is working inline with our anti-bullying policy.
- Online Safety Week helps children understand how they can be online safely and responsibly. This is followed up through every year's Computing Curriculum and also through the PSHE scheme.
- Termly scrutiny of behaviour data.
- We participate with wider community events such as anti-bullying week and NSPCC workshops which highlight the impact of bullying and how it can be prevented and reported by pupils.

Procedures for dealing with incidents deemed to be bullying:

1. After a concern has been flagged a member of staff will complete CPOMS (our online recording method) and categorise it as a "Bullying concern"
2. A member of the leadership team will then fully investigate the situation. This may involve talking with parents further, talking with the named children involved, talking to staff and observations of behaviours around school along with any records of previous incidents.
3. If at this point the concern is not deemed to be bullying it will be dealt with according to our behaviour policy. Appropriate staff will be made aware of incidents so that future incidents can be noted.
4. If the concern is deemed to be bullying - it will be recorded as a "Bullying Incident" on CPOMS.
5. Where a situation has been identified as bullying, parents of both the 'victim' and 'perpetrator' will be informed and will be asked to attend separate meetings to discuss the problems and ways of moving forward.
6. Steps will immediately be put in place by SLT to prevent the bullying behaviour. Staff who work with the children will be informed of the situation.
7. School will attempt to work with perpetrator/s to help change their behaviour. This will differ according to circumstances but could include: circle time sessions in class, one-to-one sessions, restorative sessions with the victim where appropriate etc.

8. The 'victim' will also have support as required.

9. If necessary and appropriate school will contact outside agencies.

10. The situation will be closely monitored by a designated member of the leadership team and a dialogue will be kept open between staff, SLT, children and parents. On-going support will be offered to both sets of parents.

10. A future date will be set to give feedback to both sets of parents about the relationship between the children and staff involved will be debriefed after this feedback.

Staff must remain vigilant about bullying. They should not wait for a child to tell them that they are being bullied before raising concerns or dealing directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. Staff are made aware of any vulnerable pupils within their class during a transfer of records meeting, so the well-being of these pupils can be monitored more closely and additional support can be offered if required.

The role of parents/carers

Parents/carers 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 who will follow the school's policy and procedures. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, which is available from the school office.

Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Parents and carers are invited to tell us their views about bullying in an annual questionnaire.

Parents are discouraged from trying to deal with any incidents of bullying themselves, by approaching either the child involved or their parents.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are or someone else is being bullied, and if the bullying continues, they must keep on letting people know.

Pupils new to the school are provided with a pupil 'buddy' who is able to make them feel safe and welcomed.

Year 5 pupils are trained as Play Leaders to work with the younger pupils during lunchtime, leading activities and ensuring that all pupils are included.

Pupils are invited to tell us their views about bullying in an annual pupil questionnaire.

Monitoring and review

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually.

- Other relevant policies/procedures:
- Positive Behaviour
- Health and Safety
- RSHE
- Child Protection and Safeguarding
- Acceptable User
- Online-Safety