

Anti-Bullying Policy

Updated: January 2022

Approved: March 2023

Review due: September 2025

1. Rationale

In our school, all children have a right to feel welcome, safe and happy. We have clear aims to encourage children to understand and respect the point of view of others and to be tolerant towards one another within a caring ethos. Children learn the principles of character building through the Building Learning Power and follow our school's five Golden Rules to keep everyone safe. We use Restorative Justice to tackle any behaviour incidents and procedures follow our Positive Behaviour Policy.

We will not tolerate bullying and this policy outlines what we will do to prevent and tackle bullying, and has been drawn up through the involvement of both school communities.

2. Our Aims

We are determined to prevent bullying and aim to:

- raise children's awareness of bullying behaviour and the schools' anti-bullying policy;
- challenge attitudes about bullying behaviour;
- help children understand feelings of children who are being bullied;
- provide children with strategies to manage a bullying situation
- help build an anti-bullying ethos in both schools;

3. Definitions of Bullying

Bullying can happen to anyone and is **‘behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally’**. This includes indirect bullying such as cyber-bullying.

Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, excluding people from groups and spreading hurtful and untrue rumours.

The Infant School children were asked to define bullying. Here are some of their suggestions: Bullying is:

- “When you are made to feel sad or upset by something that someone has said or done to you.”
- “When someone keeps calling you names, taking the mick and it could be they keep saying how your football team is rubbish.”
- “It is really bad and makes you sad if they keep on at you.”
- “Disrespectful.”
- “Being rude, hurting someone emotionally or physically.”
- “Constantly picking on you and not stopping. It doesn’t give you a chance.”

The children were asked what they would do if they were being bullied or saw a classmate being bullied. Here are some of their responses:

- “I would tell a teacher if it is in school.”
- “I would speak to a trusted adult and that can be at school or at home.”
- “If there was no adult I would walk away or tell them to STOP and walk away. I would try not to worry but I would tell an adult.”
- “I would encourage them to speak out and tell someone or I would tell someone that it was happening.”
- “The adults help us so I would tell them and then it would stop.”

The children referred to the School Rules and said that we should not have bullying as we are a kind and thoughtful school. They felt the school was a safe place because the adults looked out for them and they could tell an adult if they had been bullied or saw bullying happening. The children said they had not been bullied but they said that people can be nasty. The children knew that if they told an adult then they would speak to the children being unkind so it would stop. The children felt they worked together as a team, looking out for each other in their class and around the school. They knew that staff used Restorative Justice questions and felt that this is something to discuss in PSHE lessons to regularly remind everyone.

All children explore what bullying is through PSHE lessons, assemblies and through additional anti-bullying week activities. Children understand when bullying happens and that bullying is when the above happens more than once and over a period of time. We listen to the child's voice and help them to be able to say, "No, STOP!" if they do not like what is being said or done to them.

4. Forms of Bullying covered by this policy

All the above, and including:

- Bullying related to race, religion or culture
- Bullying related to additional educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of looked after children
- Cyber-bullying

5. Involvement of Staff

We will -

- Be vigilant for signs of bullying (see Appendix).
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying, including through the curriculum, through PSHE lessons, through discussion and role-play, through displays and through peer support.
- Train staff to identify bullying and follow this policy.
- Take reports of bullying seriously and investigate them thoroughly.
- Provides secure areas for vulnerable pupils during play and lunch times.
- Use Restorative Justice approaches to stop bullying behaviour.

6. Involvement of Pupils

We will -

- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure pupils have a good understanding of strategies they can use to stay safe when face with a bullying situation.

- Ensure pupils are aware about the range of sanctions which may be applied to those engaged in bullying.
- Offer support to those who have been bullied.
- Help children develop an understanding or restorative approaches to managing bullying behaviour.
- Work with pupils who have been bullying in order to address the problems they have.
- Work with the Restorative Justice approach to stop bullying behaviour.

7. Involvement of Parents/Carers

We will –

- Work in partnership with parents/carers to stop bullying behaviour.
- Ensure parents/carers know who to contact if they are worried about bullying.
- Ensure parents/carers know about our complaints procedure.
- Ensure parents/carers know where to access independent advice about bullying.
- Work with the local community to address issues beyond the school gates that give rise to bullying.

8. And in Addition –

- Duty staff walk the whole playground, including secluded areas to check whether anyone is isolated or unhappy and they will ask a child if they are ok.
- We use Zones of Regulation strategies to help a child self-regulate so they feel calm, supported and safe.
- We take part in the national annual anti-bullying week. During this time we focus on the particular theme to build positive relationships and build resilience to say ‘No, STOP’ if children do not like what someone else is saying or doing. The children explore: why some children may bully; what forms of bullying there are and strategies to deal with bullying.
- Issues of bullying, being a good friend and keeping safe in school are also addressed through assemblies and collective worship.
- The children have a bespoke Online Safety lesson each term which sits alongside online safety being a part of our daily talk.
- We have annual parent and pupil online safety questionnaires to help us meet the needs of our school community. The results are shared wither through face-to-face workshops or information leaflets.

- The computer room has visual reminders of how to stay safe on the Internet. Every computer lesson starts with an e-safety reminder.
- E-safety parent updates on the Tenterden Primary Federation website and through Class DoJo communication with families, reflecting and supporting community concerns.

9. Staff keep a record of any bullying incidents. This is recorded on the online platform CPOMS (Child Protection Online Management System) and incidents are actioned by the DSL team. This includes the date, time, place, names of children involved and their accounts of what happened. The actions taken to support the children involved are recorded and any further intervention or support required noted. Parents of both the victim and the bully are informed of the steps taken at the earliest possible stage after an incident and relevant meeting are arranged, if required.

Number of incidents deemed racist are reported to the LGB termly and a request for incidents is asked for by our Local Authority, KCC.

The Executive Headteacher and all staff take bullying-seriously, including cyber bullying. Should evidence be brought to the school's attention of such an incident, it will be dealt with by the school.

If the situation does not improve, the Behaviour Support Service will be contacted for external support.

Persistent bullying could result in a fixed term suspension and, in very serious cases, lead to permanent suspension in line with our Positive Behaviour Policy.

10. Monitoring, review and effectiveness of this Policy

The Governing Body will receive reports from the Executive Headteacher on incidents of bullying and will review and evaluate the effectiveness of this policy every two years or sooner if incidents occur that suggest the need for earlier review.

APPENDIX

Signs that a child may be being bullied:

- general unhappiness/anxiety/fear
- being withdrawn and isolated
- deterioration of work
- desire to remain with adults
- spurious illness

- erratic attendance/late arrivals
- bed wetting/crying themselves to sleep
- unexplained cuts, scratches, marks or bruises
- possessions going missing on a regular basis

Reasons for being a victim may be:

- race/gender LGBTQ+/background /culture/religion
- new child in school
- child with family crisis
- disability
- children who may be on the edge or outside a social group

Reasons for being a bully may be:

- victim of violence
- bullied at home
- enjoyment of power/creating fear
- inability to show feelings
- copying behaviour of others
- unhappiness