



Nether Kellet Primary School

ANTI-BULLYING POLICY

The school's aims clearly indicate that at Nether Kellet we set out to provide a secure, caring, empowering environment for all of the children. All children should be free from fear and intimidation and enjoy equal esteem. This policy is a statement of intent which provides pupils, staff and parents with a sense of direction and an understanding of the commitment of the school to take a positive approach regarding bullying behaviour, addressing both prevention and reaction issues, thus furthering our reputation as an effective, caring school. All staff, pupils and parents will be encouraged to share these values and translate them into action. This policy embraces our 'Code of Conduct' and is reflected in our Rights and Responsibilities.

A Definition of Bullying

"Bullying is a behaviour which can be defined as the repeated attack, physical, psychological, social or verbal in nature, with the intention of causing distress." (V Besag 1989).

"However if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying." (DFE 1994 Bullying: Don't Suffer In Silence).

It is important to be aware that the bullying may take place in person, online or via messaging or social media. We as a school, take all forms of bullying equally seriously

Strategies for Preventing and Discouraging Bullying Behaviour

- A caring school with shared acceptance by the pupils and adults of the school's values.
- Regular assemblies on themes related to kindness and anti-bullying e.g. the role of the bystander.
- Reiteration of the Rights and Responsibilities and these to be referred to regularly in the context of how children interact with one another and in cases of misbehaviour.
- Open discussion at whole school and classroom level emphasising the responsibility of all to ensure the safety and happiness of every member of the school.
- Positive supervision maintained around the school and play areas.
- Discipline well and consistently managed throughout the school, largely through positive feedback and reinforcement of the school's Rights and Responsibilities.
- High expectations of pupils including behaviour.

- Pupils given responsibility for looking after their own and the school's resources.
- Pleasant working environment, which encourages respect for themselves and their surroundings.
- Positive feedback about work and behaviour through praise and displays.
- Encourage pupils to view reporting bullying behaviour as a responsible act.
- Lunchtime Supervisors to provide structured games for children who wish to participate.
- Buddy System and School Council.
- Worry boxes in all classes where the children can post any concerns.

Reporting Bullying Behaviour

- Pupils can report bullying behaviour to any trusted adult at home or school in order for the issue to be dealt with. This may be face to face or via writing or the worry box.
- The report is taken seriously and dealt with quickly and appropriately, emphasising distress caused to the victim
- The headteacher and class teacher are informed.
- Incidents are entered onto CPOMs by staff members which alert other relevant staff who follow up as relevant.
- The head teacher has a duty to report to the governing body when bullying incidents have occurred and to describe how they have been dealt with and the outcome while keeping the account anonymised.

Responding to Bullying Behaviour

- The process for informing school staff of any bullying or unkind behaviour is made clear to all children on a regular basis and they have the opportunity to do this face to face or via the Worry Box in their classroom.
- All incidents of bullying or unkind behaviour which contravene our Rights and Responsibilities are taken seriously and acted upon very promptly with a commitment to finding out the full facts around any incidents or issues.
- Time is taken to explore with all children involved what happened and to include parents in this where needed.
- Where an incident is deemed significant, the parents of both sides of the incident will be informed and asked to work with school in overcoming the problem.
- Sanctions for bullying behaviour will vary depending upon the context and severity. Mild Sanctions e.g. time out and verbal apology may be used in responding to minor incidents and the emphasis will always be on understanding other points of view and the impact of their own behaviours as sometimes children are unaware of this. Where incidents are more significant however, this will be reflected in the approach, sanctions and involvement of parents or other agencies where required.
- Work is done through class PSHE sessions and also assemblies to ensure that issues are addressed more fully and preventative work is in place.
- Parents of both the "victim" and perpetrator informed and involved in the process.
- Any pupil who exhibits persistent bullying behaviour will be given firm help and guidance
 - a. Pupil exhibiting bullying behaviour to discuss, with the headteacher, ways of resolving the problem

- b. Pupil will be involved in making some reparation e.g. letter of apology
- c. Log of further incidents to be kept with pupil's knowledge
- d. Pupil to understand that parents will be involved further if there is no significant improvement in behaviour
- e. Involvement of parents in working out a solution
- Children on the receiving end of bullying behaviour will be given appropriate support in school.

Online Bullying (Cyber Bullying) or other out of school bullying

- All children, parents, carers and staff sign an Acceptable Use Policy. Within this is a detailed account of acceptable ways to behave online which the children are required to follow at all times both in and out of school.
- Online safety and appropriate use of ICT are revisited at least termly within computing lessons and also assemblies and children are frequently made aware of the dangers and issues associated with being online for both themselves and anyone they communicate with.
- School staff regularly communicate with parents around online safety and appropriate conduct online and ways in which they might ensure that this is the case for their child. Where parents have concerns about anything related to this they are invited to be supported by school staff to assist with codes of conduct at home around internet use as well as placing parental controls on devices and regularly communicating with their child/ren on this topic.
- Where incidents of using the internet or messaging to be unkind or bullying towards other children do occur, these are taken very seriously and dealt with promptly. Children and parents are regularly encouraged to inform school of any concerns that they may have.
- School staff investigate thoroughly anything that has occurred and involve parents in solving the issue.
- Where a child or children has/have perpetrated bullying behaviour on another child/ren online, they will be made aware of the impact of their behaviours and sanctions used appropriately. Sometimes this can be simply raising awareness and discussing in a clear way what is and isn't appropriate. Sometimes issues will be more serious and premeditated and will require stronger treatment.

Bullying Involving Discrimination and Prejudice

- School is aware that bullying can be based on racism or other forms of prejudice and discrimination based on ethnicity, religion, gender, sexual orientation, etc. Where there is evidence that prejudice and discrimination is involved in the bullying, these incidents are dealt with by SLT in conjunction with parents and are reported to governors and the local authority. Advice is also sought from the safeguarding team.
- The school culture is such as to actively promote tolerance and respect for diversity and respect for all other people regardless of gender, culture, skin colour, religion, ethnicity, etc. and this culture permeates every aspect of school life, particularly through the school's Rights and Responsibilities, RE curriculum, PSHE curriculum and Global Awareness. If incidents occurred that contravened the school ethos and culture, measures would be taken by school staff to further strengthen the school's ethos.

Child-On-Child Abuse

- Definition: child on child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other

differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime. It should be recognised that child on child abuse is harmful to both the perpetrator and the victim.

- Where there are any suspicions or evidence of child on child abuse, this will be taken very seriously and safeguarding procedures will be followed with the necessary involvement of other agencies such as Early Help, police and Children's Services.
- Staff are trained to notice any signs of such abuse in their annual safeguarding training and will bring anything that they notice to the attention of the DSL promptly.

Monitoring and Evaluating the Policy

- Monitoring records will enable staff to follow up and record progress. It will help to identify patterns of bullying behaviour
- Regular staff discussions will identify any problems and concerns
- Information collected from monitoring and staff discussion and from feedback by pupils, parents and governors will be used to review the policy for effectiveness
- The policy will be reviewed on an annual basis to take account of any developments and updated where appropriate.

This policy links with our:

Safeguarding Policy
Behaviour Policy
Online Safety Policy
Acceptable Use Policy
PSHE Policy
Inclusion Policy
Rights and Responsibilities