



KING'S OAK PRIMARY SCHOOL

ANTI-BULLYING POLICY

Policy prepared/reviewed by: Ian Hutchings

Policy reviewed and approved by: TLC

Date of approval: June 2023

Date of next review: June 2024

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

(With acknowledgement to Kidscape)

Our Vision

At King's Oak 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. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What is bullying?

The definition of a bully is: *'a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.'*

Bullying is when a person, or group of people, chooses to deliberately threaten, hurt or frighten another person over and over again, for lots of days or weeks.

There is a difference between bullying and behavioural 'incidents' between pupils - incidents can be more sporadic and they often involve both parties making poor choices such as physical aggression or verbal abuse.

It is probably NOT bullying if:

- the incidents are sporadic, not ongoing or persistent
- the parties involved are both equally making poor choices towards each other - verbally or physically
- sometimes the parties involved are sometimes friends and chose to play together and sometimes fall out

Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic/Transphobic because of, or focussing on the issue of sexuality/gender/LGBTQ
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Online/cyber all areas of the internet, such as email, messaging, internet chat room and social networking site misuse
mobile threats by text messaging and calls
misuse of associated technology i.e. camera and video facilities

Who is involved in bullying?

Many people can be involved in and affected by bullying including:

- *the victim/s - the person or people being bullied
- *the perpetrator/s - the person or people displaying the bullying behaviour
- *bystanders - people who see bullying behaviour going on
- *parents/carers of victims and perpetrators
- *school staff
- *friends, siblings and other family of the victims and perpetrators

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, all staff, pupils and parents/carers should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it if bullying is reported.
- All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- As a school, we take steps to teach pupils what bullying is, the effects of bullying, how to stop it and how to treat each other with kindness and respect.
- To systematically and comprehensively record all incidents of bullying and major behavioural incidents (e.g. fights) between pupils so we are able to see patterns and assess whether or not bullying is happening (Arbor).

Signs and Symptoms of bullying

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant (does not go to school on purpose)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)

- has monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when an online message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures when dealing with bullying

1. All members of our school community (children and adults) have a duty to report bullying incidents to staff
2. Serious incidents of bullying and major behavioural incidents are recorded by staff on Arbor
3. Staff will be informed and speak to all of the pupils concerned and support will be put in place - class teacher first and foremost, then year leader, SLT link/phase leader and finally the AHTs or the HT
4. The bullying behaviour or threats of bullying will be thoroughly investigated and action taken so that any bullying stops quickly
5. The parents/carers (of victim and perpetrator) will be informed and will be asked to come to a meeting to discuss the incident unless it is possible to carry out satisfactory discussions and resolve any issues, by phone
6. If necessary and appropriate, police will be consulted
7. Support will be put in place to support victim/s of bullying eg. significant adults, lunchtime rotas, ELSA support, refer to counselling etc. and help the bully (bullies) change their behaviour. Mediation between perpetrator and victim could take place if it were deemed appropriate
8. If safeguarding concerns are raised, the appropriate procedures will be followed

Consequences for bullying

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place e.g. detention, internal exclusion to another class, removal of IT privileges
2. Suspension or exclusion will be considered
3. If possible, the pupils will be reconciled, with support strategies put in place eg. restorative approaches
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention of bullying

We will use various methods for helping children to prevent bullying. As and when appropriate, these may include:

- signing a home-school agreement
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- celebrating Anti-Bullying Week every year and raising awareness of bullying
- taking part in an Anti-Bullying Survey every year (annual Pupil Survey) so we can make sure no-one feels they are being bullied and deal with any issues that arise
- contributing to the Anti-Bullying Policy
- weekly PHSE lessons that focus on all social and emotional aspects of learning
- progressive Relationships, Health & Sex Education (RHSE) from Y1 to Y6 that includes valuing diversity, challenging stereotypes and challenging all forms of discrimination
- raising awareness through curriculum enhancement opportunities and visiting speakers such as the NSPCC, the police etc.
- assemblies
- children reflecting on behavioural choices as a matter of course
- social and emotional support in the forms of: ELSA, nurture, significant adults in school etc.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)

0300 0115 142

Children's Legal Centre

www.childlawadvice.org.uk

KIDSCAPE Parents Helpline (Mon-Weds 9:30am-2:30pm) 020 7823 5430

Parentline Plus

www.familylives.org.uk

Youth Access

www.youthaccess.org.uk

Bullying Online

www.bullying.co.uk

Childline

0800 1111

NSPCC

www.nspcc.org.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.