

Anti-Bullying Policy

Committee ownership for this policy	Full Governing Body
Must be approved by FGB:	N
Required by: 1 / 2 - Where 1 is indicated, requirement is statutory -Where 2 is indicated, requirement is recommended	2
Frequency of review:	Annually
Date last reviewed:	January 2021
Date of next review:	January 2022
Display on website:	Yes
Purpose:	To ensure all stakeholders understand the definition of bullying and the measures we take to help prevent and address any bullying occurrences within the school
Consultation:	Staff and Governors
Links with other policies:	Safeguarding and Child Protection Policy Behaviour Policy Exclusions Policy

Rationale

At Kew Riverside Primary School, we aim to create an environment of positive behaviour and mutual respect in which children can feel happy, self-confident and safe. Bullying is considered a wholly unacceptable and serious behaviour which undermines the core values and vision of the school.

Principles

- Every child has the right to feel safe, valued, respected and included
- Reported
- bullying incidents will always be thoroughly investigated and addressed promptly
- Children will be supported to work together to restore relationships
- The school will work closely with all families involved in cases of bullying

What is Bullying?

Bullying is defined as any behaviour, or perceived behaviour, often repeated over a period of time, by an individual or group that is deliberately intended to hurt, intimidate, frighten, harm or exclude.

The main types of bullying are:

- emotional (repeatedly being unkind; tormenting; rejection from peer groups)
- physical (hitting, kicking, theft)
- racial (racial taunts, gestures)
- sexual (explicit sexual remarks, display of sexual material; sexual gestures; unwanted physical attention; comments about sexual reputation or performance; inappropriate touching, up-skirting)
- verbal (name calling, teasing, spreading rumours)
- cyber-bullying (bullying that takes place online, such as through social networking sites, messaging apps or gaming sites)

Signs and Symptoms

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 bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn or anxious
- starts stammering
- 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 the bully)
- has unexplained cuts or bruises
- becomes aggressive or disruptive
- 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 a cyber message is received

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

Bullying can have destructive effects on children's lives causing physical and psychological harm. It can produce feelings of powerlessness, isolation, undermine self-esteem and cause victims to blame themselves.

To be able to effectively deal with bullying, it is important to identify what is **not** bullying. **Bullying is the recurring and deliberate abuse of power.** For an incident to be considered bullying, the aggressor must want to hurt someone and the victim must perceive the incident as a deliberate act of abuse.

Some cases of poor behaviour, particular one-off incidents, are not bullying. Defining them as such can be problematic, because it may escalate conflict. It is also important for victims of poor behaviour to understand bullying so that when things seem hurtful, they do not assume bullying has occurred.

Prevention

Throughout the curriculum, but particularly through PSHE and PATHS® lessons and weekly assemblies, we maximise opportunities to promote the following:

- Positive relationships
- Self-esteem
- Assertiveness
- Empathy

The school's Golden Rules, which include a clear focus on kindness, respect and gentleness are also explicitly promoted on an ongoing basis throughout the school community (see Behaviour policy).

Children are encouraged to voice any concerns or worries through:

- Talking to trusted adults in school
- Posting worries into the class 'Ask it Baskets'
- Signing up for 'Time to talk sessions' with trained members of staff
- Regular pupil questionnaires

Responding to Bullying

We track behaviour incidents and 'patterns' over time between children to ensure that bullying is correctly identified.

The following steps are taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be investigated immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded on the school's electronic log, CPOMs, and escalated to the Head Teacher or person in charge that day
- The Head Teacher or person in charge will interview all concerned, record on CPOMs and contact parents/carers if bullying is identified
- Sanctions/interventions will be implemented in line with the school behaviour policy
- Class teachers and other relevant staff will be informed and asked to be vigilant both in and out of the classroom
- If peer-on-peer abuse has occurred, a referral will be made to the Single Point of Access (SPA), which may result in social care or police involvement
- A monitoring period will be established and parents will be kept informed with a clear time frame agreed to review progress.

Restorative techniques

At Kew Riverside we value pupil voice and use restorative justice-style techniques to help rebuild peer-to-peer relationships. The restorative process involves bringing together all the children involved and discussing together how to make amends. Particular attention is paid to meeting the needs of the 'victim(s)' and providing them with a clear voice.

Key features of restorative approaches include:

Relationships – building and developing positive relationships

Respect – listening to others' opinions and learning to value them

Responsibility – taking responsibility for one's own actions

Repair - discussing how to repair harm

Other strategies can also be implemented and have proved to be effective:

- Weekly/Daily reports and/or meetings with parents

- 'Feelings' books
- Support from the in-school Children's ELSA (Emotional Literacy Support Assistant)
- Regular 'Time to Talk' sessions in school (delivered by staff members who are NSPCC /Samaritans trained)
- Access to play therapy sessions in school
- Referral to external agencies for targeted support

Pupils who have been bullied will be supported by:

- being offered the opportunity to discuss the experience with a member of staff of their choice
- regular check-ins and support from a key staff member during the agreed monitoring period (eg school ELSA)
- regular review with parents/carers
- engaging in restorative techniques as detailed above

Pupils who have bullied will be supported in changing their behaviour by:

- discussing their behaviour with a key member of staff
- agreeing a plan of action to target a change to the behaviour, with regular review, including parents/carers
- engaging in restorative techniques as detailed above

REVIEW

Staff and Governors will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.