

# Kings' Forest Primary School

<b>Policy</b>	<b><i>Anti-Bullying</i></b>
<b>Author/Person Responsible</b>	<b><i>Helen Porter Head teacher and the Junior Governors.</i></b>
<b>Date of Ratification</b>	<b><i>February 2019</i></b>
<b>Review Group</b>	<b><i>FGB</i></b>
<b>Ratification Group</b>	<b><i>FGB</i></b>
<b>Review Frequency</b>	<b><i>Annually</i></b>
<b>Review Date</b>	<b><i>January 2020</i></b>
<b>Previous Review Amendments/Notes</b>	
<b>Related Policies</b>	<b><i>Safeguarding and Child Protection E-safety Good Behaviour</i></b>
<b>Chair of Governors Signature</b>	

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices:</b>	Anti-bullying	<b>DATE:</b>	January 2019
<b>EIA CARRIED OUT BY:</b>	H Porter	<b>EIA APPROVED BY:</b>	R Newman

### Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		NA
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
<b>Gender reassignment</b> (transsexual)		NA
<b>Marriage and civil partnership</b>		NA
<b>Pregnancy and maternity</b>		NA
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		NA
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		
<b>Sex</b> (male, female)		NA
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		NA

Any adverse impacts are explored in a Full Impact Assessment.

## **Distribution List**

- **Full Governing Body**
  - Ratification at Full Governing Body
  - Review is the responsibility of the Curriculum Committee
- **Internal**
  - Kings' Forest Primary School Web Site
  - Staff Meeting
- **Paper Copies**
  - Staff Room
  - Head teachers office
  - Front Office
- **Internet Copies**
  - Kings' Forest Primary School Web Site [www.kingsforstschool.co.uk](http://www.kingsforstschool.co.uk)

## Introduction

Everyone at Kings' Forest Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity.

It is the responsibility of everyone within the school community to prevent bullying from occurring and this policy contains guidelines to support this ethos.

## Definitions of Bullying

At Kings' Forest Primary School, we accept the following as a definition of bullying:

"Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend himself or herself. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action, such as spreading unpleasant stories about someone. Bullying can be:

- **Physical** – such as hitting, kicking, spitting, tripping somebody up and stealing/damaging somebody's belongings.
- **Verbal** – such as name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down.
- **Emotional/psychological** – such as excluding somebody from a group, humiliation and creating a feeling of danger.
- **Racist** – insulting language/gestures and exclusion based on a person's actual or perceived ethnic origin, such as name-calling, graffiti and racially motivated violence.
- **Religious** – such as exclusion/intimidation due to a person's religious beliefs.
- **Sexual** – such as sexually insulting language/gestures, name-calling, graffiti, and unwanted physical contact.
- **Homophobic** – such as insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic violence.
- **Cyber** – such as bullying by text message, through social media (such as Facebook and Instagram) and hate websites."

Bullying is the abuse of power by one person or a group over another individual. All of the different forms of bullying listed above are unacceptable

and will not be tolerated at this school. The school works hard to ensure that all pupils understand the definitions of bullying and can identify the difference between bullying and simply 'falling out'.

The school serves children from the ages of 4 – 11 years. We recognise that young children can sometimes use language that, whilst unacceptable, is not always used with full understanding or intent to cause offence. An example of this is where a child may repeat song lyrics or words that they have heard elsewhere with no understanding of their impact. It is therefore important that the school seeks to educate first and also inform parents of any inappropriate language before it seeks to punish. However, should language be judged to be used with full understanding and intent to cause harm the school may choose to take action in line with its severe behaviour policy.

## **Aims**

The Governors and staff at Kings' Forest Primary School believe that bullying damages the way people feel about themselves, lowers self-esteem, increases fears for safety and may affect their life as they grow up. It is the aim for all members of our school community to:

- Not feel afraid to come to school
- Feel able to trust one another
- Expect all people to be kind
- Not be made fun of
- Not be made sad
- Have friends
- Feel safe

At Kings' Forest Primary School, we endeavour to create a "bully-free" zone.

## **Anti-Bullying Measures**

The following measures will be taken at Kings' Forest Primary School to create a culture, where mutual respect and high self-esteem combat bullying:

- Explicitly taught PSHE units which address peer relationships, racism and bullying.
- An annual anti-bullying week and regular references to being respectful, responsible, positive and kind in assemblies.
- 'STOP' strategies to be taught explicitly (Several Times On Purpose/Start Telling Other People).
- Cyber Bullying will be taught through E-Safety.

- Engagement with the Junior Governors.
- The work of the School Governors in bringing pastoral concerns to the attention of the SLT.
- CPD on identifying and combating bullying for all staff.
- Behaviour policy, child protection policy and procedures, SEN guidelines and school aims.

### **Junior Governor Views**

Sometimes children bully other children in school. It doesn't normally happen but sometimes it does. It is most likely to happen in the playground but it can happen in the classroom.

Most children in school know what to do but sometimes children might keep things to themselves and not tell adults as they might be embarrassed. Sometimes children might be too scared to ask for help.

In school most things can be sorted out but it is important to keep checking to make sure things don't gradually get worse.

We feel that Kings Forest is a safe school.

## Procedure for Investigation

The following consistent approach should be used when investigating allegations of bullying:

1. If bullying is suspected or reported, the member of staff who has been approached will discuss the incident with the victim and ascertain whether bullying has indeed taken place (as defined by this policy) or whether the child has been upset by a breach in the school values, which can be dealt with in accordance with the school's 'Good Behaviour Policy'.
2. Once an incident of bullying has been established, a clear account of the incident/s will be recorded and given to the Head Teacher/Deputy Head Teacher. The Head Teacher will keep a confidential record of accusations of bullying. These may be recorded on CPOMS (school software system).
3. The Head Teacher/Deputy Head Teacher will attempt to reach a resolution where the bully/s empathises with the feelings of the victim and agrees to alter their behaviour. This will be considered a notice to stop, where the perpetrator can alter their behaviour without sanction. Parents will be informed at this point to reassure them that the matter is being/has been investigated. We will encourage all parents to support the strategies we have proposed to tackle the problem. Once investigated, our first response to all cases will be to educate the children on their behaviour choice, as opposed to excluding children for their actions. This will take place on a case by case basis.
4. Should further incidents occur, all children involved will be re-interviewed and the parents of both parties will be informed. Should conflicting reports of the incident be reported, the Head Teacher will determine what has occurred. At this point, sanctions may be applied to the perpetrator/s in line with the school's Severe Behaviour Policy.

The school will review this policy annually and assess its implementation and effectiveness throughout the school.

Agreed by: \_\_\_\_\_ Date: \_\_\_\_\_

Chair of committee/Governors/Headteacher