



Anti-Bullying Policy

Pupils at Kingsway Primary School have equal access to all curricular and extra-curricular activities regardless of gender, culture, race, religious belief, social background or disability, so that all our children have an equal opportunity to succeed.

KINGSWAY PRIMARY SCHOOL MISSION STATEMENT

At Kingsway we are proud of our reputation and achievements. We aim to provide the best possible education for all our children to enable them to realise their full potential. To achieve this we create a safe, caring, friendly and stimulating learning environment where children are motivated, confident and enjoy being at school.

We value each child as an individual and believe that this enables them to develop a positive self-image, self-discipline and respect for others. We encourage teamwork as we believe children work more effectively when they share a common goal.

A strong partnership between home and school is vital to our success and we encourage parents and carers to become involved in all aspects of school life.

We believe that as a school community, we must:

- Work together to meet the needs of all our children.
- Give praise and encouragement and recognise each other's achievements.
- Offer constructive criticism and support so that our children develop to their full potential.
- Understand that everyone has special educational needs at some time
- Ensure that we carry out our legal obligations to keep our children safe.

We believe that every child should:

- Feel safe, happy and enjoy learning.
- Be respected and valued.
- Be offered the full range of activities available in our school.

MAKING A WORLD OF DIFFERENCE

Policy Development

This policy was produced in consultation with the whole school community.

- Staff.
- Pupils – developing a ‘Child Friendly Policy’.
- Governor representative.
- Parents and Carers.
- Other agencies.

Roles and Responsibilities

The Headteacher has overall responsibility for the policy, its implementation and liaising with the governing body, staff, parents and carers, pupils, the LA and other agencies.

The Anti-Bullying Co-ordinators are:

Samantha Bradbury **Headteacher**
Zoe Turner **P.S.H.E. Co-ordinator**

The nominated governor with responsibility for Anti-Bullying and Behaviour is:

Gary Barnes *Chair of Governors*

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents and carers and relevant local agencies.
- Implementing the policy, monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and co-ordinating training for support staff and parents/carers where appropriate.
- Co-ordinating strategies for preventing bullying behaviour.

The Governing Body have responsibility for Anti-Bullying.

Kingsway School does not accept bullying in any of its forms and seeks actively to challenge and deal with the problem.

Bullying is a problem that concerns teachers, parents and children. Unfortunately, it is a problem that is neither easily defined nor measured. It is usually hidden from adults, and can take many different forms; such as name calling, threats, physical violence, cyber bullying email or text messages and spreading malicious rumours.

Definition of Bullying

‘The repetitive, intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

<http://www.antibullyingalliance.org.uk/sbout-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.
- It is on purpose.
- Knowingly.

At Kingsway our children use the **STOP Campaign:**

Several
Times
On
Purpose

Start
Telling
Other
People

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This should be considered, particularly in cases of sexist, sexual, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

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Bullying can include:

- Name calling.
- Taunting.
- Mocking.
- Making offensive comments.
- Physical assault.
- Taking or damaging belongings.
- Cyber bullying – inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet.
- Producing offensive graffiti.
- Gossiping and spreading hurtful and untruthful rumours.
- Excluding people from groups.

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying:

Under the equalities Act 2010 it is against the law to discriminate against anyone because of:

- Age.
- Being or becoming a transsexual person.
- Being married or in a civil partnership.
- Being pregnant or having a child.
- Disability.
- Race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers.
- Religion, belief or lack of religion/belief.
- Sex/gender.
- Sexual orientation.

These are called ‘protected characteristics’.

As part of the requirement on schools to promote fundamental British Values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying even that which represents a one-off incident and report them to the local authority for monitoring purposes.

Other vulnerable groups include:

- Bullying related to appearance or health.
- Bullying of young carers or looked after children or otherwise related to home circumstances.

Although the above do not currently receive protection under the Equality Act 2010 bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual or transsexual or are perceived to be, or have a parent/carer or sibling who is: because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyber Bullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online, or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- Hacking into someone's accounts/sites.
- Posting prejudice /hate messages.
- Impersonating someone on line.
- Public posting of images.
- Exclusion.
- Threats and manipulation.
- Stalking.
- We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- Young people.
- Young people and staff.
- Between staff.
- Individuals or groups.

Reporting and Responding to Bullying.

Our school has clear recognised systems for reporting bullying for the whole school community (including staff, parents/carers, children and young people). This includes those who are victims of bullying or have witnessed bullying behaviour (bystanders).

Procedures

All reported incidents will be taken seriously and investigated by involving all parties. Procedures are followed by all members of staff.

- Interview all parties concerned.
- Interview witnesses.
- Inform parents.
- Respond with support processes.
- Refer to Behaviour Policy and School Sanctions:
 1. How they will be applied.
 2. Actions if bullying persists.
- Inform regarding actions taken if bullying persists.
- Monitor the situation.
- Support the victim and the bully.
- Refer to outside agencies if appropriate.
- Use appropriate support e.g. solution focused, restorative approach, 'Circle of Friends', individual work.
- Use the EHAF to support the process where appropriate and other agency involvement is required.



Recording Bullying and Evaluating the Policy.

Bullying incidents will be recorded by the member of staff dealing with the incident.

Records will be stored centrally and used to:

1. Ensure incidents are followed up appropriately.
2. Identify and monitor trends.
3. Inform preventative work.
4. Inform the development of the policy.

This policy will be presented to governors reviewed and updated annually.

This policy is available:

- Online at www.kingswayprimary.com
- From the School Office.
- In a 'Child Friendly Version'.

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As part of our ongoing commitment to the safety and welfare of our pupils at Kingsway Primary School, we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Parent friendly leaflet/brochure re: Anti-Bullying.
- SEAL embedded across the school – Lead SEAL School.
- Silver SEAL, Family SEAL, SEAL assemblies.
- Class Council and School Council – Student Voice.
- Year 6 pupils access the D.A.R.E. Programme.
- Year 3 pupils access the Safe Track Programme.
- Year 2 pupils access the C.A.S.E. Programme.
- Pastoral Support.
- Year 5 and Year 6 visit Kirkby College for P.S.H.E. activities.
- Y6/Y7 (Kirkby College) link with Peer Mentors.
- Inclusion Group at lunchtime.
- Circle of Friends at lunchtime
- P.S.H.E./Citizenship lessons.
- Think Children.
- Diversity Work with Nottinghamshire Achievement and Equality Team.
- Lunchtime activities and clubs
- Playground Rules – designed by the children.
- Playground Leaders and Playground Buddies.
- Assemblies – themed.
- Special weeks e.g. Friendship Week, Anti-Bullying Week.
- Theatre Companies.
- Curriculum adapted to take into account the need to combat bullying through e.g. Literacy, R.E.
- Role-Play & Drama.
- Behaviour Support- Inclusion.
- Behaviour/Attendance Partnership – Kirkby College Family – SBAP.
- Staff training.
- Peer Support Year 5 and Year 1.
- Time To Talk – ‘Open Door Policy’.
- Displays.
- Internet Safety Policy –children, parents/carers- curriculum opportunities.
- esafety for parents and carers.
- Special work with classes on safety and support safety day.
- Staff training and development – all staff
- Midday Supervisors trained in ‘Positive Play’.
- Worry Boxes.

QUALITY MARKS

- Stephen Lawrence Standard Award 2014
- International Schools 2007-2010 2010-2013 2013-2016 2016 - 2019
- Healthy Schools Gold Award
- Investors in Pupils Award 2011-2014 2015-2018
- Investor in People Award.
- Achievement for All Lead School

Links with other policies

- Behaviour – Rewards and Sanctions
- Child Protection and Safeguarding
- Confidentiality
- Internet Safety/esafety – Acceptable Use Policy
- P.S.H.E. and Citizenship
- Race Equality and Diversity
- Special Educational Needs and Disabilities
- Equality Policy
- Child Friendly Equality Policy

Reviewed Autumn 2016
Reviewed annually

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