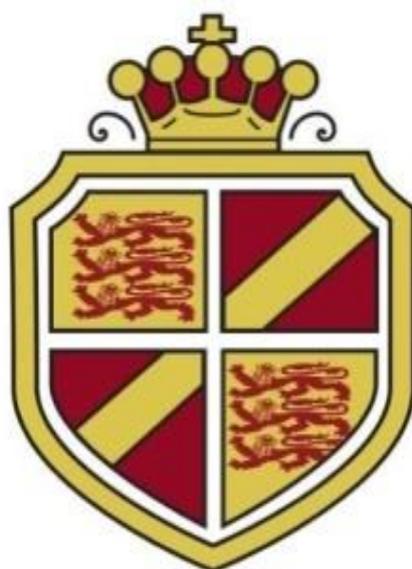


# KING'S HOUSE SCHOOL

## ANTI BULLYING POLICY



Policy date	July 2018
Policy review	Every year
Date ratified	23 July 2018
Ratified by	Dr A Cook
Review date	July 2019
Next review date	April 2020
Related policies	Safeguarding, Behaviour

## Introduction

This policy follows the guidance set out in the DFE document “Preventing and tackling bullying” 2017.

Bullying is action taken by one or more children, repeated over a period of time, with the deliberate intention of hurting another child, either physically or emotionally. This can be either physical (eg kicking, hitting), verbal (eg name calling, racist remarks) or indirect (eg spreading rumours, excluding someone from social group). Bullying may also be of a sexual, cyber, religious or cultural nature. It may also be directed towards pupils with any form of disability.

It is important that certain distinctions are made: eg are they being a bully or just bossy? Are they bullying or just engaging in boisterous play?

The serious effects of bullying should never be underestimated to the extent that psychological damage may be caused to the victim, in some cases this may even lead to suicide. Additionally, harassment and threatening behaviour are governed by criminal legislation.

## Definitions

Bullying is: “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.”

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.” (DfE Preventing and Tackling Bullying 2017)

## Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. (KCSIE September 2018)

Forms of bullying covered by this policy:

- Related to race, religion or culture
- Related to SEN
- Related to appearance or health conditions
- Related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

## **Aims and objectives**

1. Bullying is regarded as unacceptable.
2. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
3. We aim to make all those connected with the school aware of our opposition to bullying, and make clear each person's responsibilities with regard to the eradication of bullying in the school.

## **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 school/public bus.
- Begs to be driven to school.
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant.
- 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 and starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating
- Is frightened to say what is wrong.
- Gives improbable excuses if 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.

## **Prevention**

The school will use the following strategies of helping children to prevent bullying, as and when appropriate, these may include:

- Writing a set of school rules
- 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.
- Model good practise and support pupils in safe and responsible use of ICT
- Promote the message of the code of internet safety – SMART rules.
- Promote the message that asking for help is the right thing to do if the child has a worry or is experiencing any kind of bullying.

## **The role of the Headmaster**

It is the responsibility of the Headmaster to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The Headmaster ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headmaster draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headmaster may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headmaster sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Headmaster will support staff training as appropriate to reduce the risk of bullying and in methods of addressing any concerns in this area. As part of this training we will identify locations and times where bullying may be most likely to occur. This may include playground, lunch queue and moving through school.

## **The role of the teacher**

Teachers take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headmaster, the teacher informs the child's parents.

A hard copy incident logbook is kept to record all incidents of bullying that occur outside lesson time. If an adult witnesses an act of bullying, they should inform the Headmaster/Class teacher and the event should be recorded in the logbook. This will allow any patterns of behaviour to be identified.

If a child reports alleged bullying as a victim or a witness, staff should follow the procedure identified above and ensure that where appropriate the incident logbook is completed.

If teachers become aware of any bullying taking place, they will deal with the issue immediately. If a child is repeatedly involved in bullying other children, the Headmaster and the Designated Safeguarding Lead are informed. The child's parents will be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headmaster or the DSL may contact external support agencies such as the social services.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, incidents of bullying are prevented.

Teachers will consider all opportunities to address bullying, for example through the curriculum, through the school council, through peer support, circle time, displays and acts of worship.

Please also note advice regarding cyberbullying is available via DfE document Advice for Headteachers and School staff 2014

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

### **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Staff will then follow the procedure outlined above.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Please note advice for families regarding cyberbullying is available via DfE document Advice for Parents and Carers 2014

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