

The Kenn and Kenton Federation

Action Against Bullying Policy

LEGAL REQUIREMENTS

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying.

The Education and Inspections Act 2006

In particular section 89 of the Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the new Equality Duty.

Safeguarding children and young people

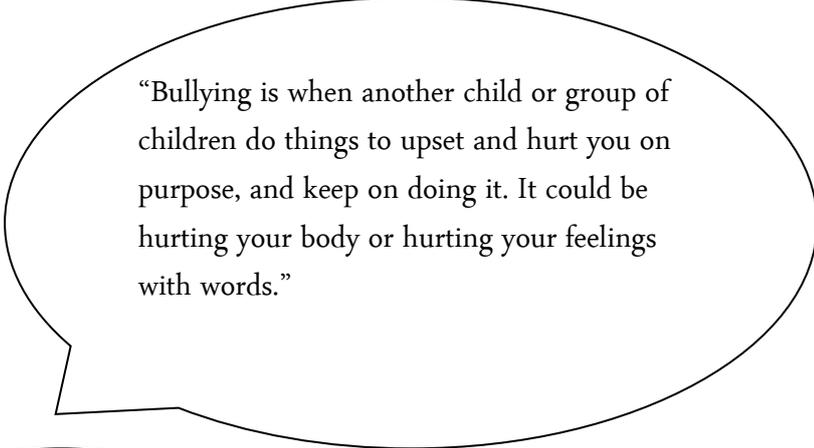
Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Criminal law

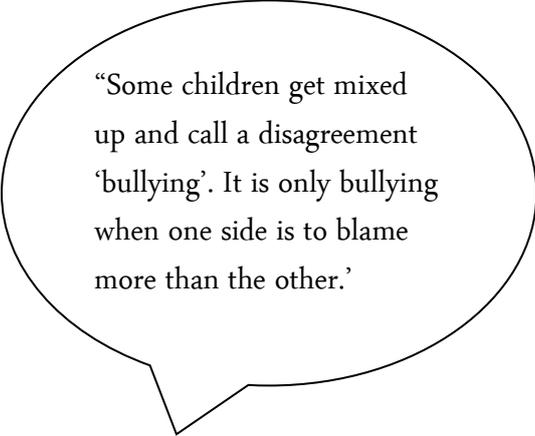
Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

DEFINITION OF BULLYING

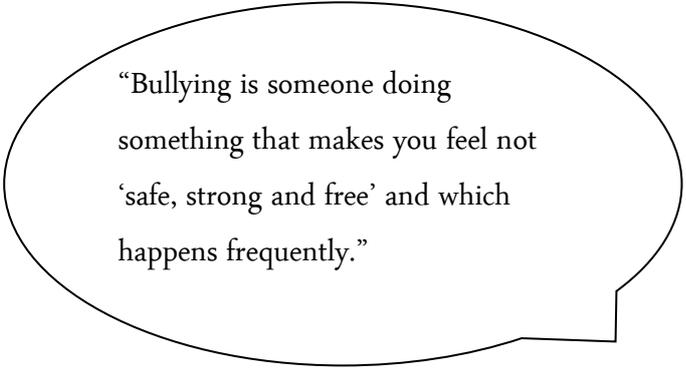
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DfE, 'Preventing and Tackling Bullying' 2012)



“Bullying is when another child or group of children do things to upset and hurt you on purpose, and keep on doing it. It could be hurting your body or hurting your feelings with words.”



“Some children get mixed up and call a disagreement ‘bullying’. It is only bullying when one side is to blame more than the other.’



“Bullying is someone doing something that makes you feel not ‘safe, strong and free’ and which happens frequently.”

AIMS AND OBJECTIVES OF THE SCHOOL ANTI-BULLYING POLICY

Kenn C of E and Kenton Primary schools will aim to:

- Prevent or reduce the incidence of bullying in schools
- Create an emotionally safe environment where positive relationships can develop
- Reduce the use of homophobic and racist language
- Better reflect pupils' different families in our schools
- Ensure that all pupils, parents/carers and staff are aware of this policy and their roles and responsibilities in contributing to its success.

The Anti-bullying policy reflects the school's vision statement with a view to developing:

- An enquiring mind and a desire for knowledge.
- Strong self esteem and high personal expectation.
- A set of spiritual and moral values – honesty, integrity and sound judgement
- understanding and respect for others

The schools aim to foster values of tolerance and mutual respect through promoting the self esteem of all members of the school community. At the Kenn and Kenton Federation bullying behaviour is contrary to the school ethos. We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents/carers and governors.

Other school policies which have relevance to the anti-bullying policy are:

- Anti-Racism
- Attendance
- Behaviour and Discipline

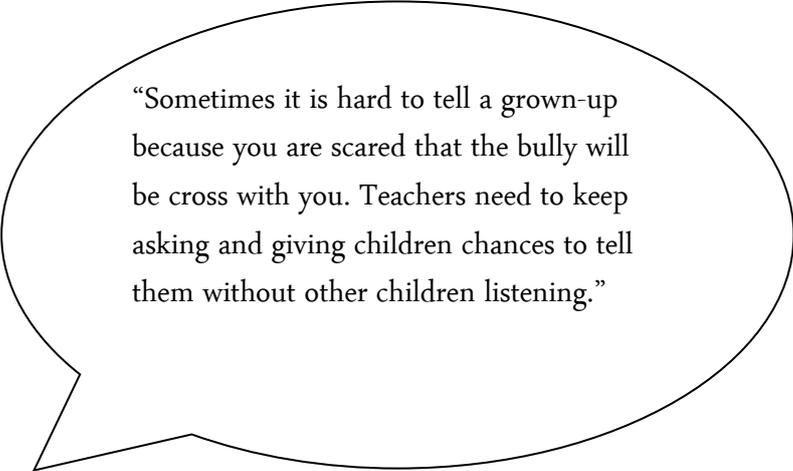
- Child Protection
- Children in Care (CiC)
- Confidentiality
- Drugs Education and Incident Management
- English as an Additional Language
- Equality and Diversity
- Health and Safety
- Partnership
- PSHE
- Sex and Relationships Education (SRE)
- Special Educational Needs and Disability (SEND)

INDIVIDUAL RESPONSIBILITIES

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of the Kenn and Kenton Federation Schools. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

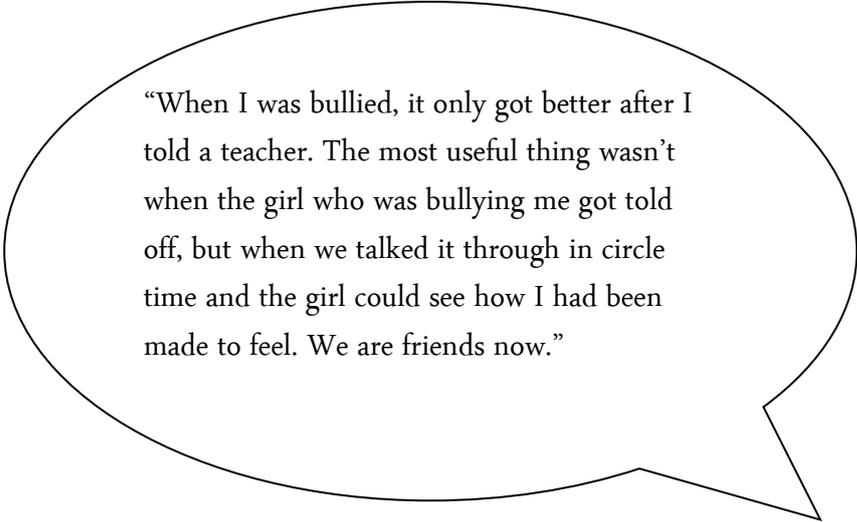
- Provide a safe, secure and caring environment
- Promote and sustain good behaviour
- Listen to all reports of bullying
- Address each situation in line with procedures
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents/carers



“Sometimes it is hard to tell a grown-up because you are scared that the bully will be cross with you. Teachers need to keep asking and giving children chances to tell them without other children listening.”

Pupils should:

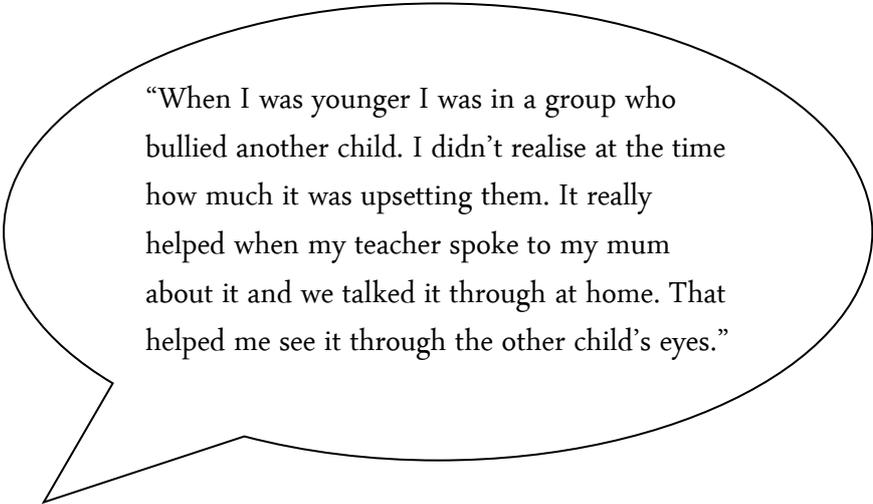
- Report all incidents of bullying (if a child is being bullied or if they know about another pupil who is being bullied – TELL SOMEONE)
- Follow the school's code of conduct
- Avoid inappropriate behaviour which might be considered as bullying
- Be respectful and supportive to others
- Peer mediators will report to their link adult if they are having repeated sessions with one pupil or a group of pupils, they should always report an instance of bullying



“When I was bullied, it only got better after I told a teacher. The most useful thing wasn’t when the girl who was bullying me got told off, but when we talked it through in circle time and the girl could see how I had been made to feel. We are friends now.”

Parents/carers should:

- Work in partnership with the schools
- Advise their children to report any concerns to a member of staff
- Discourage behaviours which might be considered as bullying
- Stress to their children that retaliation is not helpful
- Contact the School Administrator to arrange an appointment with the child's class teacher to discuss concerns
- Co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day



“When I was younger I was in a group who bullied another child. I didn’t realise at the time how much it was upsetting them. It really helped when my teacher spoke to my mum about it and we talked it through at home. That helped me see it through the other child’s eyes.”

MORAL AND VALUES FRAMEWORK

The schools believe that all staff and children have the right to feel safe and secure in the school environment. The schools encourage the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

EQUAL OPPORTUNITIES

Both schools are committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

CONTENT

The anti-bullying education programme will:

- Provide information that is relevant and appropriate to the age and developmental stage of the children.
- Develop skills of assertiveness, communication and effective dialogue in relationships, enabling children to deal with conflict and feelings e.g. anger.
- Encourage the exploration and clarification of values and attitudes, rights and responsibilities.
- Foster self esteem, positive self-image and confidence.

Health topics and themes will be revisited taking into account the children's stage of development and the spiral curriculum concept. The content of the anti-bullying education programme recommended by the LA will be based on '*Health for Life*' and '*SEAL - Social and Emotional Aspect of Learning*' as a framework.

Topics will include:

Key Stage 1:

- Awareness of different forms of bullying
- Personal strategies to resist unwanted behaviour

Key Stage 2:

- Recognise, discuss and understand the nature of bullying and the harm that can result from it
- Homophobic language in school

ORGANISATION

Anti-bullying education will be co-ordinated by the PSHE Co-ordinators

Delivery will be:

- As topics
- Addressed occasionally in assembly time
- Through pastoral time
- Through circle time
- Through SEAL activities
- Through PSHE activities
- Through small group work
- Whole school events / theme weeks

Active learning methods which involve children's full participation will be used.

Discussions with the school council will also take place on a regular basis with a view of exploring new initiatives e.g. a buddy system; peer counsellors

SPECIFIC ISSUES

The role of outside organisations and procedures for their involvement

Whenever possible representatives from outside organisations will be used to support and assist teachers in the development of classroom based work. They will be required to work within the school's moral framework outlined earlier. Every individual who has contact with the children will be DBS checked.

Confidentiality

Children will be made aware that some information cannot be held confidential and that their best interests will be maintained.

Disclosure or suspicion of possible abuse

The Kenn and Kenton Federation has a Child Protection policy and procedure for dealing with child abuse based on the Local Authority guidelines and recommendations. This policy is available on request.

Complaints procedures

Any complaints about the anti-bullying procedures or programme should be made to the Headteacher who will report to the governors.

Disciplinary procedures

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Attempts will be made to resolve the situation quickly
- Reports will be taken seriously
- Steps will be taken to ensure the child feels safe and secure
- All children involved in the incident (child bullied, perpetrator/s and witnesses) will be interviewed
- Parents/carers will be informed
- Incidents and actions taken will be recorded in the school bullying record log and on the LA Bullying and Prejudice Related Incident form.
- The completed form will be returned to the LA at:
reducingbullyinginschools@babcockinternational.co.uk

Incidents outside school

Section 89(5) of the Education and Inspections Act 2006 gives head-teachers the power to regulate pupils' conduct (including bullying incidents) when they are not on school premises. Where bullying outside school is reported to school staff these incidents will be investigated and acted on. Parents/carers will be informed as will the police if the head-teacher deems it appropriate.

Strategies to support a whole school approach

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying
- Awareness raising posters are displayed in classrooms and corridors and on the Child Protection notice board.
- Appropriate leaflets and literature will be provided for the children.
- Children will be encouraged to understand their roles in preventing bullying, using, for example, drama; role-play and novels
- Children will be guided to understand the feelings of bullied children and to practice the skills they need to avoid bullying
- An annual survey will be undertaken linked to safeguarding.

Monitoring procedures

Records will be kept of all reported bullying incidents by Headteacher including details of the age and gender of the children involved, the nature of the incident and actions taken. The bullying record book will be regularly monitored.

MONITORING AND REVIEW OF THE POLICY AND PROGRAMME

Possible success indicators which will indicate the effectiveness of the policy and programme will include:

- fewer reports of bullying
- more pupils reporting that they feel safe in school
- more pupils feeling that there is less bullying in school
- more staff responding to bullying behaviour
- positive feedback from parents/carers

Issues relating to bullying will be reported to Governors through the termly Headteachers report.

DISSEMINATION OF THE POLICY

All staff members and governors will receive a copy of this policy. Several copies are available for loan from the secretary's office on request. A short summary of this policy will be included in the school prospectus and the policy will be made available on the schools website.

A Guide for Staff

In the Kenn and Kenton Federation we aim;
To provide a safe and secure environment within which bullying has no place.
To ensure that any incidents that do take place are dealt with promptly and effectively.

THE SCHOOLS WILL USE THE FOLLOWING STRATEGIES:-

- Picked on Guidelines - see attached
- 1:1 Mentoring
- Circle Time
- PSHE unit of work (from 'Health for Life') and SEAL materials.

AWARENESS

Staff may see signs that can indicate that a child is being bullied: e.g.

- Withdrawal
- Aggressive behaviour
- Schoolwork problems
- Tiredness
- Injuries
- Becoming unusually difficult or argumentative
- Increased absenteeism/arriving late
- Missing possessions
- Stealing
- Low self-esteem
- A desire to seek adult company
- Relationship difficulties

IF YOU BELIEVE A CHILD IS BEING BULLIED OR IS BULLYING OTHERS:

- INFORM The HEADTEACHER
- DISCOVER THE DETAILS, DEALING SYMPATHETICALLY WITH ALL PUPILS INVOLVED
- TAKE THE NECESSARY AGREED ACTION TO DEAL WITH THE INCIDENT

ACTION

FIRST STEPS

Remain calm. You are in charge by staying in control. Reacting aggressively or punitively gives the message that it's acceptable to bully if you have the power. Reacting emotionally may add to the bully's sense of control.

- Take the incident or report seriously.
- Think about whether your action needs to be public or private.
- Reassure the victim. Avoid making them feel inadequate or foolish.
- Offer concrete help, advice and support to the victim by referring to the school's own strategies.
- Inform duty teacher or if during class time, headteacher.

NEXT STEPS

Encourage the bully to see the victim's point of view, and ask if s/he has any constructive ideas. It is advisable to allow the bully time to explore the reasons for their behaviour and support them as necessary.

- Use appropriate sanctions (as listed in the School Behaviour Policy).
- Explain clearly the sanctions and why they are being applied.
- Inform the appropriate colleagues of what you are doing (if the incident arose where others should be vigilant).
- Inform parents

FINAL STEPS FOR THE SCHOOLS

Allow everyone to make a fresh start.

Make sure the incident does not live on through reminders.

Try to think ahead to prevent a recurrence.

REMEMBER TO:

Encourage the victim to help him/herself.

Separate the behaviour/act from the child.

Consider factors that may be influencing the bully's behaviour

DEALING WITH BULLYING: LISTENING TO CHILDREN

In dealing with bullying there are three main aims;

1. **stop** the bullying behaviour
2. **change** pupil attitudes and behaviour for the future
3. **promote positive peer** relationships

ACCEPTING REPORTS OF BULLYING FROM CHILDREN

LISTEN to what is being said, without displaying shock or disbelief. Be patient. Wait during any silences. Prompt gently.

ACCEPT what is said ("believe" is too strong) - keep an open mind if you can.

AVOID being judgemental.

MAKE NOTES of the main details after listening to the child.

REASSURE the child that s/he was right to tell you. You may need to pass this information to a colleague so do not promise confidentiality.

Reassure the pupil that it is not his/her fault that s/he is being bullied and that it is vital that the situation is sorted out.

REMEMBER that the person the child is talking about may be an adult.

At this point you may need to inform the headteacher.

TALKING AND LISTENING WITH THE BULLY

Use the same strategies as above.

FINALLY

In the rare instances where you discover details which are distressing you may need some support for yourself; if so, ask for it from the headteacher.

The Kenn and Kenton Federation Action Against Bullying

A Guide for Parents and Carers

In the Kenn and Kenton Federation we aim;

To provide a safe and secure environment within which bullying has no place.
To ensure that incidents are dealt with promptly and effectively.

BULLYING is;

The persistent, wilful, conscious desire to hurt, threaten or frighten someone.
It can be physical, verbal or emotional, involving physical injury, threats and intimidation, teasing and name-calling.

AWARENESS

Parents often see signs that can indicate a child is being bullied: e.g.

- becoming withdrawn or moody
- bed-wetting
- aggressive behaviour
- schoolwork problems
- tiredness
- unexplained injuries
- becoming unusually difficult or argumentative
- increased absenteeism/arriving late
- missing possessions
- stealing
- a decrease in self-esteem
- fear of going to school
- a change in friendship patterns

IF YOU BELIEVE YOUR CHILD IS BEING BULLIED OR IS BULLYING OTHERS:

CONTACT THE SCHOOL IMMEDIATELY, SO THAT A JOINT PLAN OF ACTION CAN BE STARTED QUICKLY

- Understand that your child may find it difficult to talk about what is worrying him or her. Accept that they may prefer to talk to someone else.
- If s/he does talk, listen to him/her and take the situation seriously.
- Let him/her know that you will work with the school to do whatever is necessary to stop the bullying.
- Be aware that your own reactions may get in the way of what is best for him/her - act carefully and with advice where necessary.

In dealing with bullying there are three main aims;

- **stop** the bullying behaviour
- **change** pupil attitudes and behaviour for the future
- **promote positive peer** relationships

Listening to children - some hints;

- Listen to what is being said, without displaying shock or disbelief.
- Be patient-wait during any silences; prompt gently-"And?"
- Accept what is being said
- Avoid being judgemental
- Jot down brief notes of the details
- Reassure your child that s/he was right to tell you
- Reassure him/her that it is not his/her fault and that it is vital that the situation is sorted out
- Try to encourage your child to offer his/her own solutions to help him/herself- this will help them to maintain a positive self-image

Finally, You may discover details which are distressing and upsetting. You might need some support for yourself so ask for it by speaking to a friend or from your GP or health visitor.

Action Against Bullying

A Guide for Children

We want Kenn and Kenton Schools to be safe and happy schools where there is no bullying. If there is a problem we want it sorted out very quickly.

BULLYING is;

when someone picks on you again and again, on purpose.

They might hurt, scare or upset you, by teasing you or calling you names.

Peer mediators will report to their link adult, if they have repeated sessions with one pupil, or a group of pupils.

Important

IF YOU ARE BEING BULLIED **TELL** SOMEONE!

- don't be afraid to say
- Tell a peer mediator, they will help you tell a grown up
- tell a grown up you trust – it could be anyone who works or helps in school
- don't rush and try to tell them everything
- the person you tell **will** listen to you
- they will tell you what they are going to do about it
- if the bullying continues – **tell again**
- **you do not have to put up with bullying**

All pupil quotes taken
Kenn and Kenton

from Governor monitoring in the
Federation 2018.

