

# Kiwi Primary School



## Anti-Bullying Policy

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This Anti-Bullying Policy should be read alongside our Relationships and Regulation Support Policy, which encourages attitudes of kindness and positive relationships.

We work together to create a supportive environment where bullying is unacceptable regardless of how it is delivered or what excuses are given to justify it. We recognise the detrimental effect on children who may be subject to bullying and will work to actively minimise the risks.

### **What is Bullying?**

The definition of bullying that has been adopted from Wiltshire's Children and Young People's Trust Board and Wiltshire's Anti-Bullying Steering Group is:

“deliberately hurtful behaviour, repeated over a period of time, by an individual or group where it is difficult for those being bullied to defend themselves.”

Bullying can take many different forms including:

- Verbal bullying: name calling, use of threatening or provocative language etc.
- Psychological bullying: excluding an individual from group play, spreading rumours, refusing to talk or even acknowledge an individual.
- Physical bullying: hitting, kicking grabbing an individual: taking or hiding another's property etc.
- Racist bullying: racial taunts/gestures.
- Sexual bullying: focussing on the issue of sexuality including homophobic, biphobic and transphobic bullying.
- Cyber bullying: all areas of the internet, mobile phones and misuse of associated technology e.g. camera and video facilities.
- Allergy bullying: using a person's allergies to threaten or intimidate them either physically or emotionally.

### **Aims**

At Kiwi Primary we acknowledge that bullying does take place from time to time but aim to resolve it quickly by:

- Promoting the school Relationships and regulation Support Policy.
- Stating clearly that “bullying is unacceptable behaviour.”
- Encouraging children, parents, school staff and helpers to report any incidences of bullying.

- Reassuring children and parents that action will be taken if bullying is suspected.
- Dealing with incidences of bullying immediately.
- Supporting the victim and helping the bully to understand and change their behaviour and its impact on others.
- Providing after-care should an incident of bullying occur.

### **Dealing with bullying**

We will combat bullying by:

- Following the Behaviour Policy.
- Investigating all allegations of bullying carefully.
- Encouraging pupils, parents and staff to talk openly about the issue.
- Developing greater understanding of bullying through the curriculum.
- Teaching strategies to help children deal with bullying situations they may encounter.
- Responding calmly and consistently to allegations or incidences of bullying.
- Protecting and supporting all parties during school time and on school premises whilst issues are resolved.
- Contacting outside agencies e.g. Behaviour Support Service for staff training/pupil support as appropriate.

### **Whole School Strategies to Minimise Bullying**

Our SOAR values assemblies seek to prioritise, explain and celebrate each of our school values which link to how we relate to each other.

The PSHE curriculum and use of circle time will support this policy with an emphasis on role play. Teacher/child discussions will deal with friendship/playtime issues.

Peer support will be strongly emphasised. Children will be taught how to support a child who is being bullied and how to resist joining in with the bully.

Assertiveness will be taught.

E.g. use of the 'I' statement... 'Stop it. I don't like that'

Broken record method ..... 'Stop pushing me, stop pushing me'

Children will be told to tell a teacher or another adult in the school, tell a member of their family or a friend and to keep on telling them until someone listens.

### **In specific instances of bullying the following steps will be taken:-**

#### **The victim**

- The victim will be reassured that action is being taken and will be reminded of the strategies for self-protection.
- Opportunity will be given to the child to discuss their feelings, and possible future responses.
- Their parents/carers will be informed.
- If bullying continues the parents/carers will be updated and will be invited to school to discuss the situation.
- Staff will monitor the situation and support from the Emotional Wellbeing Team will be offered..

## **The Bully**

- The perpetrator will be given the opportunity to discuss the problem through restorative conversations.
- They will be encouraged to make an appropriate apology.
- They will be helped to understand why the behaviour is unacceptable.
- Strategies will be given for dealing with their feelings in a more appropriate way e.g. a social skills group.
- If bullying occurs parents/carers will be informed of the bullying.
- If bullying continues the parents/carers will be informed and invited to school to discuss the situation.
- Parents/carers may be invited to meet the class teacher or Headteacher regularly to monitor progress.
- The child may be offered intensive or ongoing support to help them to change attitudes and behaviours that are causing problems. These may take place during break or lunch times if the problems relate to these times.
- In rare cases it may be necessary to exclude a child from school in line with our Relationships and Regulation Support Policy.

Any improvement in behaviour will be given positive reinforcement.

## **Implications**

### **Implications for Teaching and Non-Teaching Staff.**

#### **Teachers and TAs will:**

1. Give time to listen to children, in a quiet place if this would be helpful. Adults will always take seriously any complaints of bullying and keep records. Careful judgement may be needed to avoid unjustified storytelling and also to distinguish between bullying and a game that 'has gone too far'.  
(All incidences of bullying to be reported to the Headteacher, who will keep a record.)
2. Give all children regular opportunities to talk about their feelings in a safe, group situation.
3. Be aware and observant of potential bullying.
4. Take action immediately if bullying is suspected.
5. Inform the Headteacher (DSL) of any bullying.
6. Put a note on the staff share point so that further observations can be made by all staff.
7. Support other colleagues in any agreed action.
8. Teachers and TAs should lead by example.

### **Implications for Lunchtime Supervisors**

#### **Lunchtime Supervisors will:**

1. Give time to listen to children, always taking seriously any complaints of bullying.
2. Be aware and observant of at all times of potential bullying.
3. Take appropriate action immediately bullying is suspected.
4. Report all incidences to the Senior MDSA/Headteacher and class teacher.
5. Support other colleagues in any agreed action.
6. Lunchtime Supervisors should lead by example.

## **Implications for Parents**

### **Parents will:**

1. Encourage children not to be aggressive, even in response to provocation, giving children alternative strategies.
2. Try to establish the facts and keep an open mind.
3. Help their child to feel able to talk about any fears or worries, and take seriously any talk of being bullied (children may not use the word 'bullied' even though this is what happened; similarly we avoid using the word 'bullied' where instances do not reflect the sustained nature and power imbalance involved in bullying).
4. Be aware of what is happening in their child's life and discuss any awareness or suspicion of bullying with the class teacher.
5. Actively endorse and support the Anti-Bullying Policy.
6. Support the school in any agreed action to form a consistent approach both at home and at school that will resolve the situation.
7. Be kept informed of developments.

## **Implications for Governors**

### **Governors will:**

1. Be thoroughly conversant with the Relationships and Regulation Support Policy and Anti-Bullying Policies of the school.
2. Ensure that everyone is aware of the policy and his/her responsibilities.
3. Support staff in implementing the Anti-Bullying policy.
4. Be active in the maintenance and review of the policy.
5. In the event of a complaint being made about the school's handling of alleged bullying conduct a formal investigation onto the processes and procedures carried out by the school and ascertain the appropriateness of these.

## **Recording child on child incidences and recognising when it becomes bullying**

At Kiwi Primary School all incidents of unsafe behaviour which result in a child being hurt are recorded by staff. There are two ways in which incidents of these kind are recorded:

1. Children who have Social, Emotional and Mental Health needs have a Child Help plan. These children are receiving additional support from adults to help them learn to manage their emotions and the resulting unsafe behaviours. For these children individual behaviour logs are completed each week and uploaded to CPOMs on a Friday, when they are reviewed by a member of the SLT. If repeated incidents involving the same children are identified, further investigation will take place and the anti-bullying policy will be followed.
2. Isolated incidents are recorded on CPOMs. These incidents are reviewed by SLT within 24 hours. If it is noted that the same children have been involved in more than two incidents, staff are required to follow a flowchart (see appendix 1) to enable them to identify potential bullying. Once this has been identified, it is recorded as a safeguarding concern under child on child abuse and this policy is followed accordingly.

## **Monitoring**

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy.

This Anti-Bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's Anti-Bullying records, where incidences of bullying are recorded, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying directed at children with disabilities or special educational needs, or other protected characteristics linked to the Single Equalities policy.

This policy will be reviewed in accordance with the school's review cycle, or earlier if necessary.

This policy should be read in conjunction with the Kiwi Primary School three rules of 'Be ready, be respectful and be safe' when logging CPOMs entries.