



Anti-bullying Policy

Core Values

Readiness

Resilience

Respect

School Values

Compassion
Collaboration
Courage
Aspiration
Independence
Kindness
Confidence
Responsibility
Honesty

Approved: Summer 2021

Review: Summer 2022

Our strategic aims and objectives

Children in the school need to feel safe and protected from harm. Bullying is unacceptable and affects everyone. Children need to be aware of what bullying is and what to do about it if someone is bullying them or a friend. If bullying does occur children should be able to tell and know that incidents will be dealt with promptly. We know that bullying can have lifelong negative effects on a child's mental health and wellbeing our aim is prevent bullying so that children can flourish and excel in their learning and life beyond school.

Our Vision and Values

Our core values are:
Respect, Readiness and Resilience

Other values that we feel are important are:
Independence, Aspiration, Kindness, Responsibility, Courage, Confidence, Honesty, Collaboration, Compassion.

The values underpin all aspects of school life and the children will learn about them in assembly, during circle time and throughout the year. The children have a good understanding about what the values mean and how we use the values to help us be model citizens at Kender.

Our practice

- 1 We show respect for others and our school
- 2 We do our best learning, showing resilience
- 3 We are always ready and take responsibility for our actions.

We expect children to follow the rules they are continually reminded of the rules in their classrooms, assemblies and whilst navigating the school. The rules are a reminder of how we treat each other and the school and they remind children that we treat each other with respect and kindness.

What is bullying?

'There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability' (bullying.co.uk)

- **Physical** bullying which can include kicking, hitting, pushing and taking away belongings
- **Verbal** bullying which includes name calling, mocking and making offensive comments
- **Emotional** bullying which includes isolating an individual or spreading rumours about them

- **Cyber-bullying** where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media
- **Racist** bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice
- **Sexual** bullying is where someone makes unwanted physical contact or makes sexually abusive comments
- **Homophobic and biphobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people
- **Transphobic** bullying occurs when bullying is motivated by a prejudice against people who identify as trans
- **Disablist** bullying occurs when bullying is motivated by a prejudice against people with any form of disability
- **Sexist** bullying occurs when bullying is motivated by a prejudice against someone because of their gender

Examples of bullying

- Someone who continues an argument after the victim has walked away
- Someone who continually pushes to the front of a line; needing to be No 1
- Someone who is quick to get angry and aggressive, using their aggression to get their own way
- Someone who deals with disagreements with aggressive/threatening language and behaviour
- Someone who constantly grabs/snatches things that don't belong to them, often justifying their actions as "only wanting to borrow it"
- Someone who uses intimidation to get their own way
- Someone who continuously name-calls
- Someone who continually hits others
- Someone who spreads rumours about another
- Someone who continually taunts, teases, makes racist remarks towards another

What isn't bullying?

Children naturally have disagreements and disputes through the school day. Sometimes children might say they are being bullied when this isn't the case.

Examples of behaviour that isn't deemed to be bullying

- Hurting someone by accident
- Occasionally pushing in the line
- Falling out with friends and friendship quarrels and arguments
- Occasionally shouting or losing temper
- Getting cross walking away from a game
- Disputes about playing football

Why do children bully others?

There are many reasons why children get involved with bullying

- Feeling powerless
- Low self esteem
- Trying to get admiration from friends
- Fear of being left out if they don't join in
- Not understanding how someone else is feeling
- Taking out their angry feelings
- A culture of aggression and bullying
- Being bullied themselves

As well as working with the child who has been bullied, we are aware that we also need to support the child who is bullying. Often children who become bullies have very low self esteem. In order to prevent the child from further bullying we will introduce interventions to support building self esteem, such as 'circle of friends', 1:1 work with specialist teacher or enrichment such as forest school, cooking, gardening.

Ways to prevent bullying

It is each adult's responsibility to be aware and vigilant of incidents of bullying. Staff need to act quickly in order to prevent further harm. If a child comes to you and reports bullying or you witness bullying please follow the school procedure.

Other ways children learn how to prevent bullying is through regular PSHE lessons and circle time where they will learn:

- What bullying is
- What to do if they or a friend is being bullied
- Who to tell
- How to be assertive

Roles and responsibilities

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school anti-bullying strategies. Sandra Adefiranye, the Chair of Governors, supports the school in implementing the Anti-bullying Policy, through the action plan.

The role of senior leadership team

The headteacher will report to governors about the incidents of bullying and interventions in place to prevent bullying. The senior leadership team will:

- Ensure that incidents of bullying are dealt with effectively and promptly.
- Monitor and review any incidents at weekly inclusion meetings.
- Communicate with staff any children at risk of bullying, any incidents of bullying and how to support those children.
- Ensure that staff have regular training on anti-bullying and are kept updated when policies change.
- Be proactive in preventing bullying through regular assemblies, rule and value reminders.
- Visit classes where incidents have been reported and deliver circle time/PSHE lessons to further prevent bullying in the class.
- Celebrate differences within the school community.
- Praise children for their efforts and ensure all children are praised equally.

The role of staff members

The school's values and rules are continually referred to in assemblies, circle time, lessons and when dealing with any inappropriate behaviour in school. Staff at Kender always model positive behaviour and actively encourage children to have respect for each other and their property. Staff need to act promptly if an incident of bullying is raised by a child. If a member of staff witnesses bullying or a child comes to talk to them about being bullied they should:

- Listen and record what the child says
- Report the incident to a member of SLT
- Monitor the child/children
- Prepare whole class circle time sessions on bullying
- Keep SLT updated on the child's progress

The role of parents and carers

Parents/carers 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 who will follow the school's agreed procedure for dealing with issues of bullying.

Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust if they or someone else is being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Our School Council will begin to share ideas of good practice in anti-bullying strategies with other schools in our partnership.

Vulnerable groups

We are aware that in our school community there are a number of children who may be vulnerable to bullying because of a perceived difference by other members of the school community. These differences could be for a number of reasons: colour of skin, learning difficulties, disability, EAL or communication difficulties, social circumstances and gender. Our school gives children the opportunities to celebrate diversity, develop acceptance of different cultures and faiths and the different family units that exist in our community, in order to support all children, for example those who have LGBT family members.

Regular assemblies and PSHE sessions around anti-bullying, types of bullying (including cyber-bullying) and how to keep safe and identify issues take place throughout the year. Themes are closely related to our values based learning approach here at Kender where we explore meanings and actions around expectations on behaviour and conduct.

Taking action

The school will investigate any incidents of bullying. We are aware that both the perpetrator and the victim will need support. When an accusation is made we will:

- Gather evidence - talk to the victim, talk to the perpetrator, talk to witnesses, talk to teachers and other adults involved with the children
- Talk with parents of both parties
- Record incidents on Arbor

When there is a clear picture we will:

- Offer support for both parties with school therapist
- Offer intervention for both parties to support social and emotional confidence
- Empower the victim and support the perpetrator to see that their actions are wrong

Monitoring and reviewing

Once an issue of bullying has been raised and dealt with both children will be monitored through regular check ins and observation by the class teacher, LSA, HLTA, playtime staff and SLT. These children will be discussed at inclusion meetings as part of SEMH until SLT are confident that they are no longer going to be a target for bullying or being a bully.