



Anti-Bullying Policy

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Introduction

At Kingslea Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates 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.
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Kingslea Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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 pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. The four guiding principles of the Early Years Foundation Stage underpin our AntiBullying Policy from the moment a pupil enters our school, and throughout their time at Kingslea Primary School.

They are:

- Every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured.
- Pupils learn to be strong and independent through positive relationships
- Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At Kingslea Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, nasty looks or leaving people out.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.

Types of Bullying

Physical Bullying

Physical bullying is the most obvious form of bullying. It occurs when children use physical actions to gain power and control over someone else. Examples of physical bullying include kicking, hitting, punching, slapping, shoving, and other physical attacks.

Unlike other forms of bullying, physical bullying is the easiest to identify. As a result, it is most likely what people think of when they think of bullying. Additionally, it has historically received more attention from schools than other more subtle forms of bullying.

Verbal Bullying

Perpetrators of verbal bullying use words, statements, and name-calling to gain power and control over someone else. Typically, verbal bullies will use relentless insults to belittle, demean, and hurt another person. They choose their targets based on the way they look, act, or behave.

Relational Aggression

Relational aggression, sometimes referred to as emotional bullying, is a type of social manipulation where children try to hurt their peers or sabotage their social standing.

Relational bullies often ostracize others from a group, spread rumors, manipulate situations, and break confidences. The goal of a relationally aggressive bully is to increase their own social standing by controlling or bullying another person.

Cyberbullying

When a child uses the internet, a smartphone, or other technology to harass, threaten, embarrass, or target another person, it is cyberbullying. If an adult is involved in the harassment, it is called cyber-harassment or cyberstalking.

Examples of cyberbullying include posting hurtful images, making online threats, and sending hurtful emails or texts.

Sexual Bullying

Sexual bullying consists of repeated, harmful, and humiliating actions that target a person sexually. Examples include sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning, and pornographic materials. A bully might make a crude comment about a peer's appearance, attractiveness, sexual development, or sexual activity.

Prejudicial Bullying

Prejudicial bullying is based on prejudices tweens and teens have toward people of different races, religions, or sexual orientation. This type of bullying can encompass all the other types of bullying. When prejudicial bullying occurs, children are targeting others who are different from them and singling them out.

Vulnerable Groups:

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff. In any case of alleged bullying, either the Classteacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded. Parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including: Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting. Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression. Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.