

Killigrew Primary & Nursery School

Anti-bullying Policy



Reviewed: September 2023

Next review: June 2025

Anti-Bullying Policy

1. Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. name calling, racist remarks)
- Indirect (e.g. spreading rumours, excluding someone from social groups)

It is acknowledged that bullying can seriously disrupt an individual's personal, social and educational progress and achievement. All forms of bullying including racist bullying, homophobic bullying, bullying of pupils with learning or other disabilities and peer on peer abuse are unacceptable and will not be tolerated.

Single incidents of verbal or physical attack and behaviour which is hurtful but not intentional, must also be taken seriously and dealt with according to the principles outlined in the policy.

2. Aims

Our aim is to prevent bullying and minimise the risk of peer on peer abuse. In order to do this we:

- Provide staff with regularly updated and appropriate training that enables them to understand:
 - How to identify the indicators of bullying, what to do if they have a concern about a child, how to respond to a report of bullying, how to offer support to children and where to go if they need support.
 - Ensure staff challenge inappropriate behaviours e.g. by making it clear that bullying and sexual harassment is not accepted, will never be tolerated and is not an inevitable part of growing up. We do not tolerate or dismiss bullying, sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'
- Publicise the fact that bullying will not be condoned at Killigrew.
- Use our Governors, especially Parent Governors to inform parents of our policy.
- Ensure that children are taught about safeguarding, including how to stay safe online, healthy and respectful relationships, what respectful behaviour looks like, tolerance, consent, gender roles, stereotyping and equality, body confidence and self-esteem, prejudiced behaviour and sexual harassment in an age-appropriate and inclusive way e.g. through computing, SRE and PSHE.
- Promote the policy to pupils during assemblies, through drama and role-play and we use RE/English/circle time to discuss 'feelings'.
- Use strategies to make new pupils in a class feel at home.
- Be watchful and observe the social relationships developing in a class - notice any potential problems.
- Ensure that there are no unsafe areas in the school. Ensure supervisors can see all areas where pupils play.
- Provide many opportunities for pupils to talk privately to staff members - we must listen to the pupil and seriously consider what they say.
- Give the pupils opportunities to write or speak about aspects or behaviour that could amount to bullying - what games do you like? Which don't you like? What makes you frightened? etc.
- Investigate why a pupil is reluctant to go out to play.
- Encourage pupils to use playground apparatus to play co-operative games.

3. Procedures

Individual members of staff must be alert to signs of bullying and act promptly and firmly against it. Signs of bullying might include:

- a) Unwillingness to come to school
- b) Withdrawn, isolated behaviour
- c) Complaining about missing possessions
- d) Refusal to talk about the problem
- e) Being easily distracted
- f) Damaged or incomplete work

Staff should use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying.

- School staff must act firmly against bullying wherever and whenever it happens
- All allegations of bullying will be investigated so that such behaviour is not repeated
- It will be made clear to the bully that they are bullying, that this behaviour is unacceptable and will not be tolerated
- The bully will be helped to recognise their unsociable behaviour and offered support to modify that behaviour
- The incident must be reported to the Head teacher immediately who will interview the children involved individually.
- The head teacher will inform relevant staff about the nature of and response to the incident
- If the incident is serious or a repeated act of bullying occurs the head teacher will summon both pupils parents to school to inform them that we do not tolerate such behaviour
- A close watch will be kept on both the bully and the victim and the victim will be given ample opportunity to report any further incident in private
- Incidents will be followed up after two weeks and again the following half term
- Both the bully and the victim will be given appropriate help and support. Efforts will be made to find out why a pupil has bullied. Support can then be offered to the bully to prevent recurrence.

4. Assertiveness Training for Victims

We want to teach children positive ways of dealing with conflict situations which they are faced with in everyday life. In our school, we teach these skills both from the point of view of the victim and the bully.

We teach them to:-

- State clearly what they don't like "I don't like it when youkick me.....so please stop thanks very much."
- "I don't talk to you like that so please don't talk to me like that, thanks very much."
- "Please don't say that - you're hurting my feelings."
- Speak in a firm, not angry voice.
- Look in their eyes firmly (but not in a threatening way)
- Stand tall (body language is important)
- Stay in control of themselves
- Walk away (not run) from the situation and towards an adult.
- Tell an adult if you are at all worried.

5. Monitoring

- This policy will be developed and reviewed regularly
- The governing body will receive periodic reports from the head teacher on the operation of the policy including statistics of reported incidents