



Anti-Bullying Policy

May 2022

Knowle CE Primary Academy

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Knowle Church of England Primary Academy
Anti Bullying Policy

Our Aims

Preparing Children for the Future

Be Healthy

We aim to empower each child to become physically, mentally and emotionally healthy in order that they can learn effectively and choose a healthy lifestyle.

Embrace Christian Values

We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values

Stay Safe

We aim to develop and sustain a happy and secure environment in which children become self-confident, articulate, emotionally aware, socially adept, literate and numerate in order to make the right life choices and, therefore, be inherently safer.

Make a Positive Contribution

We aim to empower children to actively engage in the planning of their learning experiences and have the confidence to express themselves in discussion and in writing in order that they will choose to engage positively in social and community roles, becoming global citizens.

Enjoy and Achieve

We aim to empower each child to experience the joy of learning and to achieve success, developing their capacity to learn independently and interdependently in order that they choose to be engaged in lifelong learning.

Achieve Economic Well-being

We aim to empower each child to develop a positive attitude, become self motivated, and develop key academic and social skills, which enable them to think creatively and choose to impact on, influence and shape the world they live in.

Learning for Life

Person responsible for leading policy development: PSHE Leader

Personnel involved: Governors, School Staff, Pupils, Parents

How this policy was developed

This policy has been reviewed through a period of consultation with staff and governors. It should be read in conjunction with the school's legal obligations, the Equality Act 2010, the latest DFE guidance - '*Keeping Children Safe in Education 2021*', '*Preventing and Tackling Bullying 2017*', '*Behaviour and discipline in schools 2016*', '*Cyberbullying advice for headteachers and school staff 2014*', '*Teaching online safety in schools 2019*', '*Searching, screening and confiscation at school*' DFE Jan 2018' and '*Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying 2019*'. This policy links with several other school policies such as collective worship, behaviour, child protection and safeguarding which are all available for parents to view on the school's website.

Objectives of this policy

This policy outlines what Knowle CE Primary Academy will do to prevent and tackle bullying.

At Knowle CE Primary Academy, the Board of Trustees believe that all children, young people and adults have the right to learn and work in an environment where they are protected and helped to keep themselves safe from any form of bullying, homophobic and transgender derogatory behaviours, racism, sexism and any other forms of discrimination.

'Valuing All God's Children 2019' states:

'Bullying of any kind can have devastating effects on the personal wellbeing, identity-formation and self-esteem of any child or young person. Church schools must do all that they can to ensure that all children, particularly those who may identify as, or are perceived to be, gay, lesbian, bisexual or transgender are kept safe and flourish.'

Bullying of any kind is unacceptable in our school. We continuously strive to maintain our non-bullying ethos in which relationships are based on mutual respect, trust, caring and consideration for others. Anyone who knows that bullying is happening is expected to tell an adult. We recognise the effects that bullying can have on a child's wellbeing and will actively promote an environment that empowers children to speak up about bullying and feel secure in the knowledge that incidents will be challenged and dealt with promptly, effectively and sensitively.

What is Bullying?

Behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation (Solihull Education Improvement Service 2017)

Our school definition is:

'Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally'. (DfE 'Preventing and Tackling Bullying', July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking, hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, WhatsApp, SnapChat, Tik Tok, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet. (We acknowledge that many social media platforms have age restrictions but we also recognise that these are not always adhered to by primary aged pupils.)

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture
 - Bullying related to SEND (Special Educational Needs or Disability)
 - Bullying related to appearance or physical/mental health conditions
 - Bullying related to sexual orientation (homophobic bullying)
 - Bullying of young carers, children in care or otherwise related to home circumstances
 - Sexist, sexual and transphobic bullying
 - Bullying via technology - cyberbullying
-

Statement of Aims

We aim to:

- Ensure all governors, teaching and non-teaching staff, pupils and parents have a clear understanding of what bullying is and uphold the anti-bullying policy.
- Identify a lead governor responsible for anti-bullying.
- Foster an atmosphere of tolerance and mutual respect for all.
- Encourage the exploration and clarification of values and development of positive attitudes.
- Provide a robust, consistent approach to bullying which makes it clear that bullying of any type will not be tolerated.
- Ensure children are aware that bullying concerns will be dealt with sensitively and effectively.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Provide support for all children involved in all instances of bullying that are reported on and off the school premises.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents regarding all reported bullying concerns and keep them informed at all stages.
- Regularly monitor and analyse recorded incidents of bullying then plan and implement the next steps to tackle confirmed cases.
- Utilise support from the Local Authority and other relevant organisations when appropriate.
- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- Ensure that parents know who to contact if they are worried about bullying.
- Ensure parents know where to access independent advice about bullying.

We strive to support pupils to:

- Develop confidence in talking, listening, making responsible decisions and thinking about feelings and relationships.
- Protect themselves and their own dignity by asking for help and support if needed.
- Be aware of the range of sanctions which may be applied against those engaging in bullying.
- Be involved in anti-bullying campaigns in school.

Equal opportunities

We will treat all members of the school community equally, regardless of age, sex, race, colour, nationality, ethnic or national origin, disability, marital status or religious belief. (The Equality Act 2010)

Moral and Values Framework

The Anti-bullying work at Knowle CE Primary Academy is based upon our values which underpin all the work we do.

The following values are shared, owned and understood by our whole school community, including parents, governors, pupils, and staff. We have adopted St. Paul's analogy of 'The Fruit of the Spirit' which are our core Christian values and underpin the ethos of the school.

LOVE

Care for one another unconditionally.

JOY

Find joy not just in earthly things and not from triumphing over someone else, but rather through counting our blessings, growing an appreciative heart, and knowing how precious each of us is to God.

PEACE

Know that we are safe in God's hands no matter what may happen.

PATIENCE

Act with grace, tolerance and forgiveness.

KINDNESS

Show people that they matter and that they have value by giving time, listening, showing empathy and concern.

GOODNESS

Help others and stand up for others who cannot stand up for themselves.

FAITHFULNESS

Be trustworthy and reliable and trust in God.

GENTLENESS

Be considerate and understand how powerful we are and the damage we can do if that power is not under control.

SELF-CONTROL

Learning to be responsible for ourselves - and the importance of holding ourselves in check even in difficult situations.

Identifying bullying

A pupil being bullied may display some of the following signs and symptoms:

- Anxiety or stress - difficulty eating, crying, withdrawn
- A pattern of physical illness e.g. headaches
- Changes in behaviour
- Possessions missing or damaged
- Unexplained bruises
- Deterioration in educational performance or loss of enthusiasm or interest in school
- Reluctance and/or refusal to say what is troubling them

Curriculum

Our curriculum for Personal, Social, Health Education (PSHE) has clearly planned learning opportunities, across the EYFS and Key Stages One and Two around anti-bullying. Clear objectives and outcomes are identified within planning to secure the development of personal skills, knowledge and understanding. JIGSAW - the mindful approach to PSHE is taught throughout the whole school from Nursery to Year 6. The Celebrating Difference Puzzle (unit) taught in the Autumn term has a focus on anti-bullying in every year group and addresses issues of similarity and difference, for example, disability and race, but again emphasises acceptance and respect. The Changing Me Puzzle (unit) taught in the Summer term further emphasises difference by examining gender identity and the variety of family types to be found in modern-day Britain.

We are aware that anti-bullying is not fully contained within PSHE. Other subjects, along with the pastoral care and the positive ethos of the school, make a valuable contribution to the learning and needs of our pupils.

Considerations

SEND

Some pupils with SEND may not recognise that they are being bullied or that their behaviour may be seen by someone else as bullying. Direct teaching of social skills must be considered, and strategies put into place to support these needs.

LGBT+ Community

Some pupils may identify with belonging to the Lesbian, Gay, Bisexual and Transgender community and may therefore be more vulnerable to homophobic, biphobic and transphobic (HBT) bullying in school. Our curriculum includes opportunities for these issues to be explored and encourages all pupils to value themselves as individuals and to respect diversity and differences in the personal choices we all make.

Confidentiality

All schools are required by the Education and Inspections Act 2006 to 'promote the well-being of pupils at the school'. We are committed to the well-being of all of our pupils.

In the classroom, the aim is to strike a balance between helping pupils to feel respected, safe and able to participate fully and openly while still protecting privacy and safeguarding welfare.

Effective teaching and learning actively encourages pupils to share thoughts and voice opinions, so it is important to establish boundaries and clarify at the outset with pupils what will happen to any personal information they might disclose in the classroom.

Child Protection

If staff are in any way concerned that an issue is one of Child Protection, they will seek advice from the DSL. Under the Children Act 2004, a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.' When safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support.

Teaching and learning strategies

A wide range of teaching strategies will be used that enable pupils to actively participate in their own learning. These will include PSHE Jigsaw lessons, circle time, planned aspects across the curriculum, stories/literacy, draw and write activities.

Procedures

Parents

If parents suspect their child is being bullied on or off the school premises, including Breakfast club, PlayStation or clubs run by teachers, they should speak to the child's class teacher in the first instance. If parents are not satisfied with the response from the class teacher, they may speak to a Vice Principal or the Principal. Parents may contact class teachers, Vice Principals or the Principal through the school office.

If parents suspect their child is being bullied at a club at school run by an outside agency, they should approach the staff running the club in the first instance, who should then follow their own policy and procedure. Parents should also notify their child's class teacher so that they can monitor any overlap in behaviour that may occur during the school day.

Class Teachers

If bullying is suspected or has been reported, class teachers will:

- Treat all reports of bullying seriously and investigate to establish whether bullying has occurred.
- Offer the child being bullied an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice - reassure them and provide continuous support.
- Record all identified cases of bullying on the Knowle CE Primary Academy Bullying Incident Report Form (Appendix i) and pass to either the Vice Principals or the Principal to be held in the central record file in the Principal's office; a copy should also go on file of all children involved.
- Inform the parents of both the victim and the perpetrator at the end of the school day.
- Undertake to support and guide the perpetrator/s of bullying in an attempt to challenge and change their behaviour and apply appropriate sanctions in line with the behaviour policy.
- Undertake to follow up the incident to check that bullying has not re-occurred. Continue to monitor the situation and check with the victim that there have been no further incidents.
- Use children to support other children e.g. circle of friends (pupils)

Vice Principal/Principal

Vice Principals and the Principal will:

1. Have knowledge of and be involved in all cases of serious or repeated bullying.
2. The Principal will regularly monitor the centrally held file of recorded incidents of bullying.
3. Ensure that all incidents of bullying are reported to the Governing Body.
4. Ensure that all racial incidents are reported to the Governing Body.
5. Ensure there is a clear and precise account of bullying incidents including decisions made and actions taken.
6. Undertake, alongside class teachers, to support and guide the perpetrators of bullying in an attempt to change their behaviour.
7. Where bullying takes place outside of the school site then the Principal will ensure that the concern is investigated, and that appropriate action is taken.
8. Use sanctions as appropriate in line with the behaviour policy and in consultation with all parties concerned including the victim's parents.
9. In severe cases or when bullying has been repeated, consider strong sanctions such as fixed term or permanent exclusion or the involvement of the police.
10. When responding to cyberbullying concerns the Principal will take all available steps to identify the bully, including identifying and interviewing possible witnesses, confiscating and searching electronic devices, such as mobile phones, in accordance with the law and the academy's behaviour policy and contacting the service provider and the police if necessary. ('Searching, screening and confiscation at school' DFE Jan 2018)
11. If content posted online is offensive or inappropriate, and the child or children responsible are known, then the academy will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.

Teaching & Learning Assistants/Extended Services Play Workers

Teaching Assistants/ES Play Workers will report any suspected or reported incidents of bullying to the class teacher for investigation. They will also direct parents with any concerns or information about bullying to the class teacher in the first instance.

Lunchtime Coordinator/Supervisors

Lunchtime staff will:

1. Take all suspected or reported incidents of bullying seriously.
2. Gather information regarding the incident and ensure that the suspected victim is safe.
3. Undertake to inform the victim's class teacher so that appropriate action can be taken.
4. In serious cases, inform the Senior Leadership Team as soon as possible.

Challenging and Combating Bullying

At Knowle CE Primary Academy, we endeavour to reduce to a minimum the incidents of bullying by:

Pupils

- Teaching children to recognise what does, and what does not, constitute 'bullying' ensuring ALL children have a secure understanding.
- Ensuring all children know what the academy's policy is on bullying and what to do if bullying occurs using the 'STOP' method - Several Times On Purpose, Start Telling Other People.
- Incorporating the teaching of anti-bullying strategies into regular classroom activities such as Circle Time, role play and through Jigsaw.
- Using class, and Key Stage assemblies to reinforce the policy.
- Encouraging the children to use technology, especially mobile phones and social media, positively and responsibly.
- Providing designated members of staff with the aim to give pastoral support to pupils.
- Referring 'at risk' pupils (victims and perpetrators) to the other external agencies if appropriate for additional support.
- Provide opportunities to develop children's social and emotional skills, including building their resilience and self-esteem.
- Running Anti-bullying days to enable a whole school focus on the issues.
- Consulting with children about incidents of bullying i.e. type, frequency, location etc.

Parents

- Consulting with parents to develop a shared understanding of the issues related to bullying.
- Providing parents with regular and up to date information regarding the academy's policy and procedures.
- Providing parents with information about when anti-bullying will be taught, what will be covered and where to go for support if needed.
- Responding promptly to any parental concerns about bullying and communicating that action has been taken.

Staff

- Ensuring that staff have regular training, briefings, support and guidance to enable the effective delivery of school policy.

Resources

Resources are selected in accordance with being:

- ✓ in line with our moral and values framework
- ✓ up to date
- ✓ non-discriminatory
- ✓ promoted by the Local Authority - Jigsaw

Monitoring, evaluation and review

Teaching and learning of Anti-bullying will be monitored through pupil discussions and assessments. Regular evaluation of the Jigsaw PSHE programme will be undertaken by pupils, their parents/carers and the staff involved, and this will inform future practice. The lead governor for anti-bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The academy will ensure that they regularly monitor and evaluate mechanisms to ensure the policy is being consistently applied. Any issues identified will be incorporated into the academy's action plan.

Review date: May 2023

Specialist organisations

- Bullying UK: A leading charity providing advice and support to anyone affected by bullying.
- The National bullying helpline: A leading UK Anti bullying organisation assisting both adults and children with help and advice.
- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people.
- Stonewall Education: training, resources to empower teachers to tackle homophobia, biphobia and transphobia in schools.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- NSPCC: www.nspcc.org.uk>bullying and cyberbullying - trained helpline counsellors for 24/7 advice and support
- Childline: www.childline.org.uk a counselling service for children and young people up to their 19th birthday in the UK provided by the NSPCC.

SEND

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

CYBERBULLYING

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

- Internet Watch Foundation: www.iwf.org.uk Work internationally to make the internet a safer place - use the online reporting tool.
- UK Safer Internet Centre: www.saferinternet.org.uk online safety tips, advice and resources to help children and young people stay safe online.

Date of consultation with	
Action agreed by School:	
Action agreed by Child:	
Action agreed by Parents:	
Date of next meeting if required:	

cc **Principal**
Child's File