



## **Anti-Bullying Policy**

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### **King David Primary School**

**Approved by:**

**Date of approval:** January 2023

**Date of review:** January 2024

### **Statement of Intent:**

At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

At KDPS we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a happy and secure atmosphere. Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening, is expected to tell the staff.

### **The Law**

By law, every school must have measures in place to prevent all forms of bullying.

#### **The Education and Inspections Act 2016**

This states that schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Under this act school staff members have the power to discipline pupils for misbehaving outside the school premises and they are not under the lawful control or charge of a member of school staff if it is reasonable for the school to regulate behaviour in those circumstances. One such example is cyberbullying because this does take place outside of school.

#### **The Education Act 2011**

This act gives powers to schools – this includes screening, searching and confiscation, including of electronic devices. This even includes the power to delete certain content. DfE guidance is available. (Note that some cyberbullying activities could be criminal offences under a range of laws and in this instance should not be deleted but passed onto the police.)

#### **Equality Act 2010**

Staff in schools must act to prevent discrimination, harassment, and victimisation within the school. This covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

#### **Children Act 1989**

Where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern.

## **Keeping Children Safe in Education Part 1 & Working Together to Safeguard Children Chapter 1**

Even when safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Details and support can be found in the above documents.

### **What Is Bullying?**

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

### **Bullying can be:**

- **Emotional**- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), bossing someone, putting someone down, and 'picking on' them
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Racist** - racial taunts, graffiti, gestures
- **Sexual/Homophobic**- unwanted physical contact or sexually abusive comment because of, or focusing on the issue of sexuality
- **Verbal**-name-calling, sarcasm, spreading rumours, teasing
- **Other**- bribes, destroying property, sending notes, using gestures, Taking others things e.g., snacks.

### **Why is it important to Respond to Bullying?**

- Bullying hurts.
- No one deserves to be victim of bullying.
- Everybody has a right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **Objectives of this Policy**

- All governors, staff, pupils and parents should have an understanding of what bullying is.

- All governors and staff should know what the policy is on bullying at KDPS and follow it when bullying is reported.
- All pupils and parents should know what the policy is on bullying at KDPS, and what they should do if bullying arises.
- As an Academy we take bullying seriously. Pupils and parents should be assured that they would be supported when bullying is reported.
- Bullying will not be tolerated.

### **Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

### **Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored in the behaviour log with follow up actions and sanctions, if appropriate.

### **School Script for Tackling Homophobic, Biphobic and Transphobic (HBT) Language, Racist Language and Unacceptable Language**

- Ask the pupil 'What do you mean by that? 'Do you know what that word means?'
- Explain to the child what the word means in an age-appropriate way.
- Put it in a personal context to the child. 'How would you feel if.....?'

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting

- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in schoolwork
- Come home with clothes torn or books damaged
- Has possessions go "missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts and bruises
- Comes home starving (money for lunch has been stolen)
- Becomes aggressive, disruptive, or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **When Bullying Occurs:**

- Staff will listen to both sides.
- Staff will make a statement about being unhappy about the behaviour.
- Staff will aim to get an apology for the victim.
- Staff will decide further action:
  - deal with immediately
  - deal with later (incidents will be logged and prioritised)
  - send to Headteacher/ Behaviour Lead
- Support for VICTIMS and BULLIES will be given using strategies such as referring to The Zones of Regulation, talk circles; role-play; individual counselling etc.
- Support can be given by any member of staff.
- Records will be kept of incidents that occur and the situation will be monitored (Bullying Form)
- Parents are encouraged to report any bullying to school.
- Children will be encouraged to report any bullying.
- Parents/Carers will be kept informed as much as possible
- In serious cases suspension or even exclusion will be considered.
- After the incident/incidents have been investigated or dealt with each case will be monitored to ensure repeated bullying does not take place.

\*\*\*ALL CASES MUST BE TREATED AS SERIOUSLY AS EACH OTHER\*\*\*

## **Prevention**

- Having a behaviour policy in place
- Signing a behaviour contract
- Promoting the school's ethos and the motto of 'Ready, Respectful, Safe'
- Writing stories or poems or drawing pictures about bullying, displaying pupil's posters on bullying
- Having anti-bullying week activities.
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays
- Having discussions about bullying and why it matters.

## **The Curriculum**

The curriculum can be used as a strategy to create an anti-bullying atmosphere.

This develops opportunities for children to express their feelings and resolve conflicts for example:

- The PSHE curriculum- 1Decision promotes positive relationships, respect for others and kindness and identity's what bullying is.
- The teaching of Zones of Regulations is set up to ensure children gain an emotional intelligence to signpost their feelings
- The Torah and Me Wellbeing program is taught in order to develop a strong sense of how to be a good person through the teachings of the Parasha.
- Circle Time - co-operation, sharing, celebration of self-worth and others
- Workshops on self-esteem e.g. 'Calm Waters' "me" time
- Work on multiple intelligence/feelings of being special, to be different, unique is a wonderful thing!
- Role play and Drama
- Assemblies
- Visits and Visitors (Anti bullying sessions and Anti Bullying week activities)
- Roles and Responsibilities - promoting independence and contributions to the school society- Projects, Buddies
- Pupil voice/power -The School Council etc.

## **5 Steps to Success**

### **1. Be Available-**

- Break the code of secrecy.

- Make it known that you are ready to listen.
- Provide immediate support.

*'You have a right to come to this school and feel safe and happy. Tell me what has been happening to you'*

## **2. Investigate-**

- Investigate every incident as soon as possible.
- Interview all parties individually at first to avoid intimidation and to produce an accurate report.

*'I've heard that Karen has been feeling scared and unhappy recently. What do you have to say about that?'*

## **3. Record-**

- Record every incident in a manner which reinforces the school's anti-bullying policy.
- All parties should be encouraged to record the incident in writing.

*'We have written a record of this incident and it will be placed in your file in the office.'*

## **4. Respond-**

- The style should be 'matter of fact' and relate to the severity of the incident.
- Remind pupils of school policy.

*'All pupils have a right to feel safe and happy at this school. I think we need to meet with Paul and see how we can put this right.'*

## **5. Follow up-**

- Show that you have committed position on bullying by following up an incident at a pre- arranged time.
- This will show pupils that the school supports them and wants to encourage positive behaviour.

*'Perhaps we can meet together this time next week and see how things have been going.'*

Further Sources of Information Advice and further guidance, including a range of links to websites, can be found in the DfE document Preventing and Tackling Bullying July 2017

**Review date:** January 2023

**Next review:** January 2024

**Headteacher signed:**

**Chair of Governors signed:**