



ANTI-BULLYING POLICY

Knaphill Federation of Schools	
Policy: Anti-bullying Policy (KFOS POLICY)	
Governors' Committee Responsible: Children & Learning	
Policy Originator: J Concannon	Review Period: Annual
Status: Statutory	Next review Date: Spring 2020

Anti-Bullying Policy

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

[\(Knaphill Federation of School's Child Protection and Safeguarding Policy 1.4 Page 2\)](#)

Our visions and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

At the Knaphill Federation of Schools:

' We provide the best education, which ensures every child achieves their full potential, whilst successfully equipping them with the key life skills, knowledge and values necessary to flourish in an exciting, ever changing modern world.'

At the heart of our school are our four core values. These underpin everything that we strive to achieve for our pupils, staff, parents and community. Our values are:

Trust

Respect

Perseverance

Enjoy and achieve

By *trust* we mean everyone:

- knows the importance of trusting each other and not letting people down
- is reliable and has a sense of right and wrong
- has a caring behaviour towards other people
- trusts adults in schools to help them with any concerns they may have

By *respect* we mean everyone:

- values all members of the school community
- displays good manners at all times
- displays tolerance of others with different points of views
- shows respect for all indoor and outdoor learning environments and resources used

By *perseverance* we mean everyone:

- is willing to work to the highest level
- produces work to the best of their ability
- develops confidence and enthusiasm for learning
- keeps going even when work gets tough

By *enjoy* we mean everyone:

- promotes a sense of pride in their own and peers' work and achievements
- sets high standards and personal goals for improvement

- is happy and eager to learn in harmony with each other
- develops a healthy body and mind and values the difference education can make

Introduction

It is a government requirement that all schools have an Anti-Bullying Policy. This policy reflects government guidance.

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, March 2014, p. 6)

At the Knaphill Federation of Schools we recognise that there is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of online bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually classified as bullying.

Four main types of bullying can be identified:

- Physical hitting, kicking, taking or hiding belongings
- Verbal name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying.
- Emotional being intentionally unfriendly, excluding, tormenting looks, spreading rumours.
- Email and internet chat room misuse, mobile phone threats by text, calls, social websites.

Specific types of bullying include:

- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs or disabilities. (SEND)
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation or gender.
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist or sexual bullying.
- Bullying using electronic forms of contact (online bullying)*
- *Online bullying includes any means of bullying via mobile devices or PCs e.g. threatening posts or texts, sharing photos online of others without their consent, posting others’ personal information, harassment or impersonation of others.

Roles within Bullying

Different roles within bullying have been identified:

- Those relying on social power, dominating others, often with group support (ring leader).
- Others joining in and therefore afraid of ring leader (associates).
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

Styles of bullying include:

- Intimidation and rude gestures.
- The 'look' – this is given as an example of non-verbal bullying.
- Threats and extortion.
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing trouble.
- Threatening texts or messages.

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 they should investigate if a child:

- is unwilling to go to school;
- becomes withdrawn, anxious or lacking in confidence;
- starts stammering;
- attempts or threatens self-harm;
- cries themselves to sleep at night or has nightmares/ bedwetting;
- regularly feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions go missing;
- has unexplained cuts and bruises;
- stops eating;
- is frightened to say what is wrong;
- is frightened of walking to or from school; or
- changes their usual routine.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

Friendship Issues

The school works with all children to clearly define the difference between 'friendship issues' (short term or long term) and bullying to determine which category an incident fits into. The school will seek to use all means at its disposal to help children to resolve friendship issues so that anxiety over these issues is not felt long term. The Senior Leadership Team may intervene at their discretion if necessary to resolve friendship issues to prevent them breaking down into bullying.

Aims and objectives

We aim, as a school, to provide a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

THE role of staff (Prevention)**The Federation Head /Deputy Federation Headteacher/Assistant Head (referred to as Head)**

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.

The Head will:

- ensure that all staff have an opportunity of discussing strategies; and review them regularly;
- determine the strategies and procedures; in more extreme cases, e.g. where initial discussions have proved ineffective, the Senior Leadership Team may contact external support agencies, such as the Local Education Officer or social services. Action will be taken which may result in the temporary or permanent exclusion of a child if this is deemed necessary to address the issue.
- discuss development of the strategies with the Senior Leadership Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils; and
- report to the governing board.

The Year Leaders:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- keep the Senior Leadership Team informed of incidents;
- refer and liaise with inter agency working groups if necessary;
- arrange relevant pupil training with the Head,
- determine how best to involve parents in the solution of individual problems; and
- ensure proper record keeping.
- know the school's procedure and deal with any incidents that are reported.

Teachers will:

- be responsible for liaising with the SLT or year leaders over all incidents involving pupils in their classes;
- be involved in any agreed strategy to achieve a solution; and
- teach about anti-bullying in the PSHE curriculum.
- take all forms of bullying seriously, and seek to prevent it from taking place.
- keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to their Year Leader or Senior Leadership Team. Teachers and support staff will do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then the will teacher consult the Senior Leadership Team and inform the child's parents or carers immediately when they become aware of the situation. Action is then taken by the school to address the situation.
- record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should report it to school.
- deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the Senior Leadership Team and the Inclusion Leader are informed. Teachers then invite the child's parents or carers into the school to discuss the situation.
- attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- use a range of methods to help prevent bullying and to establish a climate of trust and respect for all, including: drama, role-play, stories etc., within the formal curriculum, to help pupils

understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

- Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

All staff and volunteers will:

- know and follow all relevant policies and procedures;
- keep clear records on the School's online data tracking system
- be observant and talk to pupils;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- take action to reduce the risk of bullying at all times and in places where is most likely; and
- discuss from time to time where extra staff might be needed.

The role of staff (Intervention)

Dealing with bullying behaviour & those affected.

The re-active strategies are actioned when an incident of bullying occurs. The process would be as follows:

- A verbal or written report of an incident of bullying may be given to any member of staff. In the case of the mentor, this report would be passed to a member of staff as quickly and discreetly as possible.
- All incidents judged to be bullying in accordance with the definition set out in this policy, will be reported to the Year Leader or the Senior Leadership Team, who will then interview separately the children involved. If there is thought to be a merit in interviewing them together, then this will also be done. The details of these interviews will be recorded and kept on file.
- Depending on the nature, frequency and severity of the bullying incident, the Year Leaders or the Senior Leadership Team will decide on an appropriate course of action in accordance with the school's Behaviour Policy.
- "Circle Time" may be used as a method of drawing out the causes of and solutions to the bullying behaviour from the children themselves. This involves the teacher, the Year Leaders or the Senior Leadership Team bringing together a small group of the affected child's friends to talk about how they can help. This group may also include the child who is bullying.
- The subsequent behaviour of the child affected and the child who is bullying will be monitored for a period of not less than one month.
- Depending on the nature and frequency of the bullying incidents, the Year Leader or the Senior Leadership Team may contact the parents, both of the child affected and the child who is bullying, with the intention of trying to eliminate the repetition of such incidents.
- If necessary, the Year Leaders or the Senior Leadership Team will seek further support from the school Governing Board and in severe cases, the Governors may take further action in accordance with Government regulations.
- There will be a section every term within the Federation Headteacher's Report given to the Governing Board stating the number and nature of the bullying incidents and actions taken to prevent further incidents.

Help from Pupil Parliament

- The problem of bullying will be an item on the agenda on Pupil Parliament meetings each term, during which the effectiveness of the policy can be assessed with feedback from the class representatives. Ideas and suggestions from the pupils will be welcomed.

In any incident of bullying, staff are aware of the following principles:

- Determine early on if the incident is a 'friendship issue' or bullying
- It is important that children who experience bullying can be heard.
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.
- If children feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time or put a note in the confidential worry box in each classroom.
- It must be emphasised to the children that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.
- They should be reassured that the adult will try to sort out the problem as calmly as possible.
- The most serious incidents are referred to the Senior Leadership Team.
- Parents would be requested to come and discuss matters.
- The incident would be noted down and put into the child's personal file.
- Pupils will be told always to report incidents of bullying.

Reporting and Recording

- All incidents must be reported and recorded in full and the records kept on the school's online data system Pupil Asset.
- Reports of bullying will be logged by the class teachers.
- The incidents will be updated and the names of pupils and staff who are involved will be written out in full and not abbreviated. This record of bullying will enable patterns to be identified. Records will be kept in Pupil Asset for all incidents.

THE CURRICULUM: How we prevent and tackle bullying through our curriculum.

Anti-Bullying Education in the Curriculum:

- The school will raise the awareness of the anti-social nature of bullying through PSHE, SMSC, school assemblies, Pupil Parliament meetings, use of class time and in the curriculum as appropriate.
- The Year Leaders and PSHE subject leader are responsible for initiating and developing an anti-bullying programme as part of the PSHE course.
- Each year group is responsible for introducing anti-bullying material in their programmes of study as appropriate.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school. Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions. We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.

Preventing Bullying

The pro-active strategies are:

- To provide a happy and caring environment in which to learn and work, where each member of the school community is personally valued and where pupils are able to develop self-respect and self-control.
- To help pupils acquire attitudes and skills relevant to their adult and working life and be able to adapt confidently to a changing society.
- To develop physical and social skills and aesthetic appreciation.
- To encourage moral values.
- To engender respect for and tolerance of others, regardless of differences of race, gender, culture or religion.
- To encourage pupils to work together and participate fully in the life of the school and the community.
- To make pupils aware of the types of bullying which exist through the formal subjects on the curriculum, including drama, English, PSHE and RE, during Anti-Bullying Week and through assemblies. The online safety policy addresses the area of online-bullying.
- To inform parents about the school's procedures for dealing with bullying through the publication of this policy on the school website (a full copy will be available to parents on request at the school office).

Supporting Pupils

- Bullied Pupils: Staff, who deal with pupils who have been bullied, must always offer reassurance. Pupils who have been bullied will be given support.
- Bullies: It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.
- All the children concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated. Honest group discussions that involve both bullied and bully, with other children of their choice attending, help the children to resolve the matter themselves with support and vigilance from the staff and is the most effective way. Parents will need to be kept fully informed.

Sanctions

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent or violent bullying. Sanctions are determined by the nature of the bullying on a case to case basis. Sanctions might include:

- Writing a letter of apology
- Removal from the group (in class);
- Withdrawal of break and lunchtime privileges;
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum;
- Removal from the class (relocation to another class on a short term basis)
- Removal from the class. Relocation to another class on a permanent basis may be used as a solution to bullying or to resolve long term friendship issues which are causing anxieties or difficulties between children which are impacting on their ability to learn effectively.
- In-school exclusion for one to three days.

- Fixed term and permanent exclusion from school. An exclusion would only be considered in a case of proven extreme or long term bad behaviour, bullying, sexual harassment, long-term 'low-level harassment' or bullying resulting in anxiety (or issues as described in the symptoms above) etc.

Involving Parents

- Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures. Parents will be informed of the need to distinguish between 'friendship issues' and bullying.
- Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.
- Parents and 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. If they are not satisfied with the response, they should contact the Federation Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure available through the school office.
- Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Involving Pupils

- Pupils will be involved in the positive strategies through both the school council and class groups. Pupils will have an input into the anti-bullying strategy and a pupil friendly anti-bullying policy has been created.
- A major part of the strategy will consist of educating pupils in how to cope with bullying.
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another child.
- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils who are aware that another pupil is being bullied must inform a member of staff so that action can be taken. Children are informed through assemblies and lessons that being a 'bystander' helps to sustain an environment where bullying can take place and that they have a responsibility to act to prevent bullying wherever they see it. Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

The role of the Governing Board

The Governing Board supports the Federation Headteacher in all attempts to eliminate bullying from our school. The Governing Board 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 Board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Federation Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can refer to the Complaints Policy (available on both school websites) and make a formal complaint to the Federation Headteacher. The school will then follow the official complaints procedure to investigate the parental concern.

Monitoring and Review

This policy is monitored regularly by the Federation Headteacher, who reports to governors on request about the effectiveness of the policy.

The Anti-Bullying Policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's records and in discussions with the Federation Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular, for racist bullying, or bullying directed at children with disabilities or special educational needs.