

# Pot Kiln School



## Anti-Bullying Policy

Review Date: Summer 2020

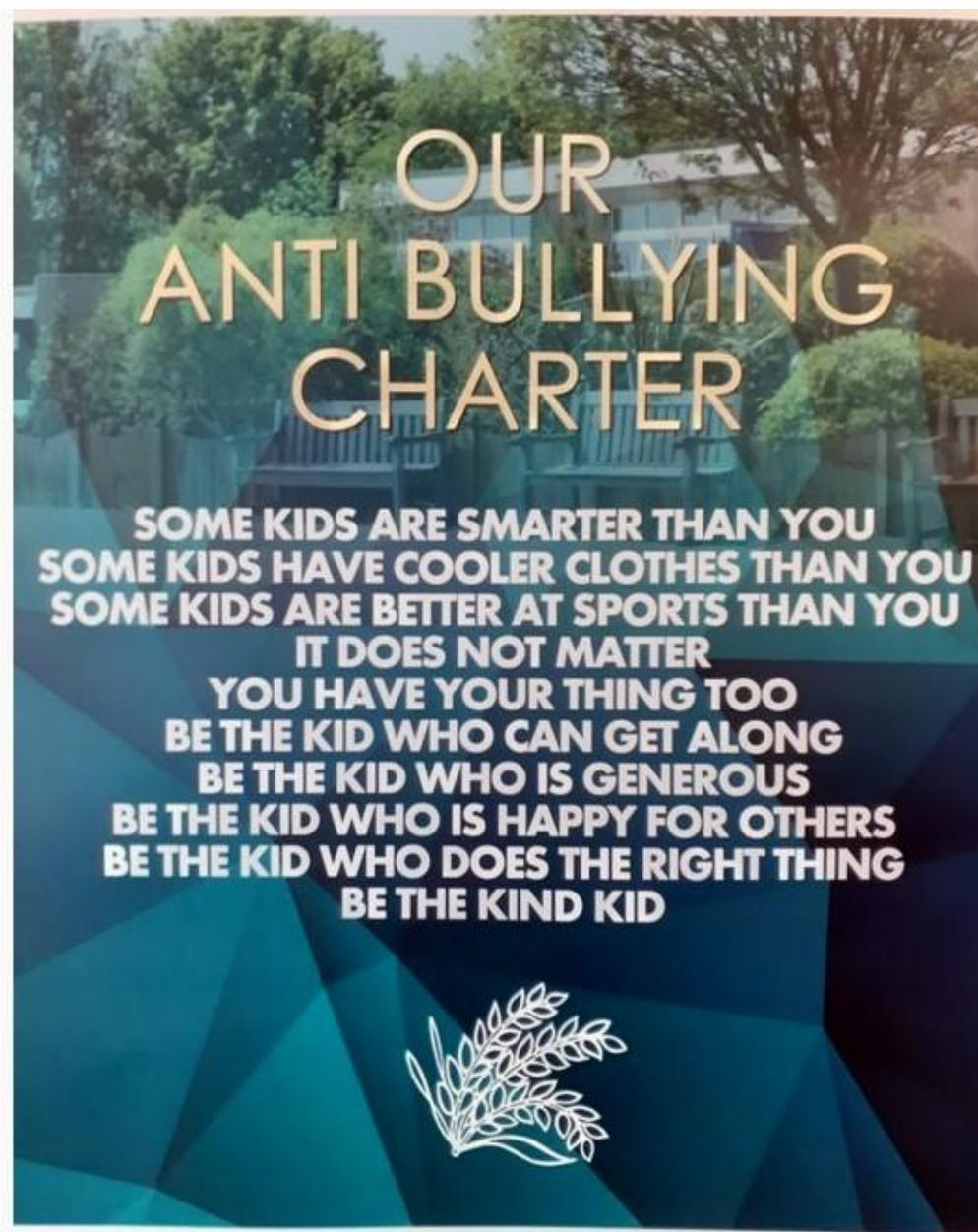
Next Review Date: *Summer 2021*

## Pot Kiln's School Anti-Bullying Policy



*We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. 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.*

### Our Anti-Bullying Charter



## **Aims**

This policy is based on 'Preventing and Tackling Bullying' DfE guidance July 2017. It takes into account the DfE statutory guidance "Keeping Children Safe in Education" September 2019. The school has read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools". The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school. This policy outlines what our schools will do to prevent and tackle all forms of bullying. It has been adopted with the involvement of the whole school community to show our commitment to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

## **What Is Bullying?**

Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual 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 unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and negative effects on children's emotional development.

## **Different types of bullying**

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

- Bullying related to race, religion, nationality 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, known as online or cyberbullying.

### **School Ethos**

All bullying is of concern because it deliberately targets individuals. It is essential that staff and pupils recognise any kind of bullying behaviour and the suffering and distress it can impose on an individual. It can create a barrier to learning and have serious consequences for mental well-being. Our school ethos promotes positive relationships through its PSHE curriculum, Pot Kiln promise, Pot Kiln Charter, Behaviour Policy and respectful communication and therefore all incidents of bullying will be actively challenged. By effectively preventing and tackling bullying, our school can create a safe environment where all are able to learn and flourish.

### **Identifying and responding to bullying**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils are encouraged to report bullying in schools and will be given full support.

All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

### **Responsibilities**

It is the responsibility of the Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility. School Governors will also take a lead role in monitoring and reviewing this policy.

All staff, including governors, senior leadership, teaching, non-teaching staff and volunteers will support, uphold and implement this policy accordingly. Parents/carers will be encouraged to support their children and work in partnership with the school. Pupils will be reminded of their responsibility to

abide by the policy, through the School Development Plan, monitoring visits and the Learning and Achievement Committee.

### **Prevention Strategies**

As a school we actively promote positive behaviour and friendships ensuring all children experience a safe and happy school life. All classes implement the 'Good to be Green' behaviour policy which celebrates building positive relationships and addresses issues through a structured approach. An inclusive environment promotes a culture of mutual respect, consideration and care for others, which will be upheld by all, in line with our Pot Kiln charter and core British Values. A range of other strategies are also used to support the implementation of our school ethos.

- Weekly Headteacher and Deputy Headteacher assemblies follow the PSHE theme for the term based on Adler's 4 C's – Connect, Capable, Courage and Count
- The 4C's work is an integral part of the PSHE curriculum for all year groups, raising important discussions around emotions and relationships
- Older children in school are trained as Play Leaders. They organise and supervise positive play experiences at lunchtime, supporting active engagement in fun activities, particularly for the younger pupils.
- We are a Thrive Approach school and work alongside our more vulnerable pupils 1:1 and have adopted a whole school approach within classes since January 2020.
- Children are regularly awarded certificates in our weekly Celebration Assembly to celebrate their achievements within school. Pupil of the Week certificates are awarded by all staff to acknowledge features of our Pot Kiln Charter.
- Our School Parliament and Head Pupils.
- Half termly Lunchtime Awards are celebrated in Celebration Assembly from our MDSA team celebrating positive interactions and nurturing behaviours.
- Curriculum provision explores differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. We promote awareness of diversity in the way people live their lives, including different family situations, backgrounds and experiences.

- Staff and children challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Online safety is a key part of our Computing curriculum in every year group.
- Visits from anti-bullying roadshows
- Annual anti-bullying week in conjunction with the Anti-Bullying Alliance held throughout school and is embedded within our PSHE curriculum from Years 1-6.

Within the wider curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE lessons, circle-time, topic work, assemblies and social skills groups in an attempt to eradicate such behaviour.

### **Implementation Dealing with Bullying Incidents**

Any incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the person bullying that this behaviour is not acceptable.

In dealing with bullying: School staff will:

1. Deal with the incident immediately.
2. Reassure the pupil that reporting the incident was the right thing to do.
3. Not make premature assumptions or jump to conclusions.
4. Listen to all accounts of the incident to get a balanced picture.
5. Adopt a problem-solving approach that encourages pupils to find solutions.
6. Be vigilant, making regular follow-up checks to ensure that any bullying has not resumed

Staff will ask the pupil:

- what has happened
- how often it has happened
- who was involved
- where it happened
- who saw what happened
- what he or she has done about it already

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately, if possible, by the member of staff who has been approached. Early intervention is a preference.
- A clear account of the incident will be recorded and given to the Headteacher or Deputy Headteacher (Mrs Fiona Lock).
- Statements from other pupils involved, including the alleged person bullying, will be gathered.
- The Headteacher or Deputy Headteacher will interview all concerned and will record the incident.
- Records will be kept on CPOMS.
- Parents will be kept informed and notified of the incident and the process followed.
- Sanctions and support for individuals will be implemented as appropriate in consultation with all parties concerned.
- If necessary, other agencies may be contacted, such as the police or social services for advice and support.

School pupils will:

1. Not ignore bullying behaviour, but stand up for what they know is right.
2. Not jump to conclusions about who is to blame.
3. Tell an adult if they are being bullied or think someone else is.
4. Support others and help to ensure that it doesn't happen again.
5. Not join in.

Pupil Support

Pupils will be offered support by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil and offering continuous support including access to the School Parliament members for support
- restoring self-esteem and confidence through the support of the school community
- support from a peer mentor

Pupils who have bullied will be helped by:

- discussing what happened, discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with the school behaviour policy which may include internal exclusions, fixed term exclusion (FTE) or permanent exclusion (PEX).

Parents should:

1. Listen to their child if they have been involved in an incident.
2. Not jump to conclusions that the incident involves 'bullying'.
3. Report any concerns to the Class Teacher / Headteacher/Deputy Headteacher
4. Work with school to ensure a positive approach to managing any incident which involves bullying, following policy guidelines.

### **Cyberbullying (access to Childnet Cyberbullying guidance)**

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: - looking at use of the school systems; identifying and interviewing possible witnesses; Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: - Support reports to a service provider to remove content if those involved are unable to be

identified or if those involved refuse to or are unable to delete content.  
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

- Ensure that sanctions are applied in line with the school behaviour policy to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Record the incident and action taken on CPOMS.
- Alert the On-Line Safeguarding lead.
- Inform the police if a criminal offence may have been committed and record on CPOMS as a record of incidents.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include: - advising those targeted not to retaliate or reply; - providing advice on blocking or removing people from contact lists; - helping those involved to think carefully about what private information they may have in the public domain.

### **Supporting adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated or Alternate Safeguarding Lead, a member of SLT and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience. Where appropriate to follow the School Complaints Procedure.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online. Request that the content be removed on line and log a record to confirm this has been removed including by whom and when.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Signpost to help via the Pot Kiln Well Being Team

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with the Headteacher or Deputy Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required
- Access signposting from the Pot Kiln Well Being Team.

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The School Parliament, Head Pupils and Governors will be involved in the review, amendment, promotion and implementation throughout the school. School Parliament and Head Pupils will actively promote the positive ethos of our school every term through a whole school assembly. This will focus on what we do to ensure school is happy, safe and fun. It will also raise the importance of what to do if something happens which a pupil is worried about.

This policy was agreed by:

#### **Head Pupils / School Parliament:**

Print Name \_\_\_\_\_ Sign Name \_\_\_\_\_

#### **Governor Representative:**

Print Name \_\_\_\_\_ Sign Name \_\_\_\_\_

Headteacher: \_\_\_\_\_

Date \_\_\_\_\_

## Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline - [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives - [www.familylives.org.uk](http://www.familylives.org.uk)
- KidScape - [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd - [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC - [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG award - [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE association - [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council - [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award - [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support - [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds - [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers - [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council - [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

## SEND

- Changing Faces - [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap - [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)

- SEND Code of Practice - [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

### **Cyberbullying**

- Childnet International - [www.childnet.com](http://www.childnet.com)
- Digizen - [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation - [www.iwf.org.uk](http://www.iwf.org.uk)
- ThinkUKnow - [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Safer Internet Centre - [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety - [www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis)

### **Race, religion and nationality**

- Anne Frank Trust - [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out - [www.kickitout.org](http://www.kickitout.org)
- Report it - [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate - [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama – [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate Against Hate - [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card - [www.srtrc.org/educational](http://www.srtrc.org/educational)

### **LGBT**

- Barnados LGBT Hub - [www.barnados.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnados.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity - [www.metrocentreonline.org](http://www.metrocentreonline.org)

- EACH - [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust - [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out - [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall - [www.stonewall.org.uk](http://www.stonewall.org.uk)
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### **Sexual harassment and sexual bullying**

- Ending Violence against Women and Girls (EVAWAG) - [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-SchoolsGuide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-SchoolsGuide.pdf)
- Disrespect No Body - [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.antibullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related)

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

