

KETTLESHULME ST JAMES CE
(VA) PRIMARY SCHOOL

Anti-Bullying
Policy

SPRING 2024

Review Date SPRING 2026

Non-Statutory – S&R Committee

Introduction

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

(Preventing and tackling bullying in schools July 2017)

Bullying behaviour is the **repetitive, intentional** hurting of one person or group by another person or group where the relationships involves an imbalance of **power**. Bullying can be **physical, verbal** or **psychological** and it can happen **face to face** or **online**.

(Anti-Bullying Week PowerPoint November 2023)

Aims

We aim to:

- Ensure that all children feel safe and secure while they are in school
- Ensure that all stakeholders understand what bullying is, that they are taught how to deal with situations of bullying and any incidents of bullying are dealt with quickly and appropriately
- Promote our HEART values (*Hard work, Empowerment, Acceptance, Respect and Thankfulness*)
- Recognise the many influences on children’s behaviour and take this into account when dealing with it
- Take a restorative approach
- Promote the partnership between home and school
- Ensure that all children know that bullying behaviour is not tolerated in our school
- Ensure that all children know they can share their problems with adults in school and that they will be listened to and that appropriate actions will be taken

Whole School Approach

Kettleshulme St James does not tolerate bullying behaviour of any kind. It is never ignored and children are always listened to. Children are actively encouraged to use their voice and tell an adult so that incidents can be tackled and prevented.

In order for us to deal with bullying behaviour in the most effective way it needs to be a whole school approach where everyone has a shared understanding and a shared goal – to uphold our HEART values at all times and to say stop to bullying behaviour amongst our School Family.

The pupils have worked with the teachers to create the following three posters which are on display around school. The posters serve as a visual reminder of the choices we should make.

Be an
UPSTANDER
Not a
BYSTANDER

Make a
DIFFERENCE
Show
ACCEPTANCE

Be an
ALLY
Not a
BULLY

An **upstander** is someone who recognises when something is wrong and does something to make it right. If an upstander sees or hears about bullying, they will do something about it:

- They tell an adult about the bullying
- They support the target of the bully and offer them encouragement
- They are a friend to the target of the bully by including them in their friendship group
- They encourage the bully to stop
- They contribute to preventing bullying in the future

A **bystander** is someone who sees bullying happening and does not do anything to stop it. Bystanders are often afraid of retaliation and they may fear exclusion of the group:

- They may laugh at something mean a bully says
- They may copy what the bully does
- They may stand guard for the bully
- They join in with excluding the child who is being targeted or with name calling
- They don't intervene to help the target of the bully and so contribute to the bullying situation

An **ally** is a person who is a friend to someone who is being treated unfairly.

We take part in the annual Anti-Bullying Week, which is a national initiative and we also deliver an anti-bullying themed Collective Worship each term. In addition to this, if an incident has been reported we will also deliver extra sessions to the class/whole school, whichever is the most relevant.

Awareness of bullying behaviour is also addressed via our PSHE curriculum.

make A Noise
doing it intentionally
is someone hurt?
prevent It
dont be a Bystander
behaviour can change
tell someone
be an ally
making people happy
help the victim
is it constantly?
using power to hurt someone

Ally
NOISE
Repe TITION
INTENTION
BYSTANDER
BEHAVIOR
L YING
LAUGHING
BUYING
INTENTIONAL
NOT A GOOD THING
GROUP

Aiming to Stop
Not letting it happen
Telling a teacher
I include others
don't Bully
Using the right resources
helping the victim
be an ally
You have the power to
Intentionally
Not bystander
Bein G on ally

A friend
• Kind
hurt
Intention
not a Bystander *
Spreads Rumours
Be an ally
Laughing
 cyber bullying
Physical *
Not an accident
Sometimes in a Group

Answer Back
Never be a bystander
Tell a Trusted person
In 1. I
Bully or leader?
you need to understand the situation
I leave that behaviour and then it goes
If someone bullies
you need to make another
I never do it
G

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability

We will not tolerate bullying against anyone because of their race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Cyber Bullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified
- Provide appropriate support for the pupil who has been cyberbullied
- Encourage the pupil being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation
- Ensure that sanctions are applied to the person responsible for the cyberbullying
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

Racial Bullying/Harassment

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, a full investigation will be carried out and incidents will be recorded.

Sexual/ Sexual Orientation Bullying

Sexual bullying has an impact on both genders. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape. Child on child abuse of this nature relates to any behaviour outside of the normative parameters of a young person's development. A sexual assault will lead to appropriate action being taken in accordance with our Positive Behaviour and Exclusions Policy and Child Protection and Safeguarding Policy, and referral to the police/appropriate external agencies. Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Bullying and SEND

Children with SEND are more likely to experience bullying at school. At Kettleshulme, we have a whole-school approach to anti-bullying with clear expectations. We celebrate all differences and uphold our HEART values. The inclusive ethos of our school means that awareness of SEND is high

among the pupils which helps them understand why someone may be different, communicate in different ways or behave differently. Assemblies, circle times and PHSE lessons are regularly given on different types of SEND such as Autism, ADHD and Dyslexia. We also ensure that if a member of the class needs adjustments to help them with their learning (fidget toys, resistance bands, hearing aids etc) then we speak to the rest of the class about these adjustments so that they understand what they are and why they are needed.

Unstructured time can be difficult for children with SEND. Our breaks and lunchtimes are supervised by our support staff who provide bespoke support at these times. This could be observing our children from a distance or enabling group play for example. Befriending schemes are used to enable our SEND children to interact and make them less vulnerable to bullying. Some children with SEND may need a quiet space at break times to reset and these can be provided on an individual basis. Children with certain types of SEND, such as autism or language disorders, may find it difficult to recognise incidents of bullying or to report it. Our staff are aware and knowledgeable in SEND. They use observation to ascertain whether the individual with SEND is happy. They are aware of the individual's specific communication needs, such as needed extra processing time, visuals, simple sentences and their sensory need

Management of bullying behaviour

If an incident is reported to an adult then the adult will pass this on to the class teacher who will investigate and then escalate to the headteacher if appropriate.

The class teacher/headteacher will interview all parties involved, plus witnesses. Accounts will be recorded on CPOMS (Child Protection Online Monitoring System). A reflection sheet will be completed by the child (see Appendix A and B) and parents will be informed.

Disciplining the bullying behaviour

“Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and considering the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.”

(Preventing and tackling bullying in schools July 2017)

Measures to discipline bullying behaviour at Kettlethulme will be agreed on an individual basis in discussion with the headteacher, class teacher, child and parents.

Useful links and supporting organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

Childnet: www.childnet.com

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS)

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

DfE 'Cyberbullying: advice for headteachers and school staff':

www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE 'Advice for parents and carers on cyberbullying':

www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Show Racism the Red Card: www.srtrc.org/educational

LGBT

Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) - www.endviolenceagainstwomen.org.uk

A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters

Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual

Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

www.gov.uk/government/publications/preventing-and-tackling-bullying

Appendix A

Behaviour Think Sheet – EYFS / KS1

Can you draw what happened?

Why did it happen?

Which HEART values did you forget?

What should happen now?

How can you try to fix it?

What will you do next time?

Appendix B

Behaviour Think Sheet – KS2

The inappropriate and incorrect behaviour I displayed was...

Why did it happen?

The HEART values which I ignored were...

What should your consequence be?

How can you try to fix it?

How will you approach the same situation the next time it arises?