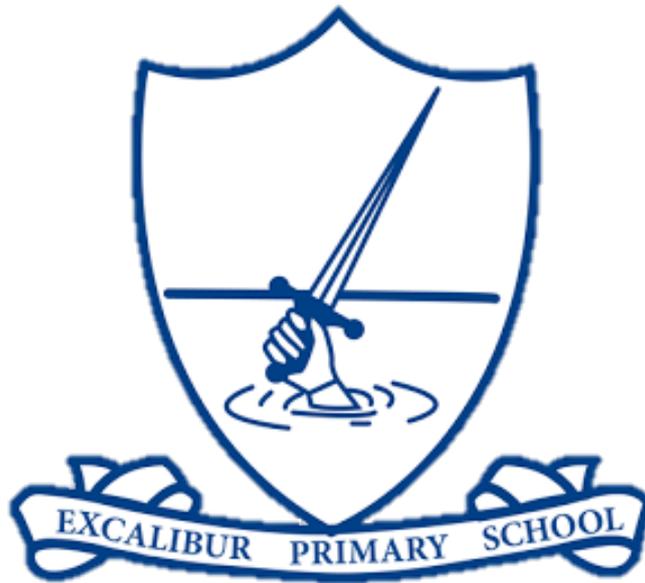


Excalibur Primary School



Anti-Bullying Policy

The Anti-Bullying Policy in respect of Excalibur Primary School has been discussed and adopted by the Governing Body

Chair of Governors

Jo Bain

Head Teacher:

Juliet Jones

Ratified at the meeting of Full Governing Body on: 26th Sept 2022

To be reviewed Sept 2024

Purpose:

The Education and Inspections Act 2006 states that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils, including cyber bullying, prejudice based bullying, child on child abuse and discriminatory bullying. These measures are part of the schools' Behaviour Policy and Child on Child Abuse Policy which is communicated to all pupils, school staff and parents. Schools have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children are safe from bullying and discrimination (Children Act 2004). The schools is committed to providing a caring, friendly, physically safe and emotionally secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to report the incident and know that the problem will be dealt with promptly and effectively.

Aim:

- Bullying is wrong and damages individual children. We therefore do all that we can to prevent it by developing a school ethos in which all forms of bullying are regarded as unacceptable.
- We aim, as a school, to produce safe and secure environments where all can learn without anxiety, and measures are put in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent 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 responsibility with regard to the eradication of bullying in our school

What is bullying?

Bullying is a subjective experience and can take many forms. The Anti-Bullying Alliance definition is:

"The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although one-off attacks can have a continuing harmful effect on the victim."

Bullying generally takes one of four forms:

- **Indirect Bullying** - being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding belongings)
- **Physical Bullying** – pushing, kicking, hitting, punching, slapping, spitting or any form of physical violence
- **Verbal Bullying** – name-calling, teasing, threats, sarcasm
- **Cyber Bullying** – this is a 'method' of bullying rather than a 'type' of bullying. It includes all areas of internet misuse such as emails, games websites, chat rooms, blogs and social media sites such as Facebook and Twitter. Also this includes mobile phone threats by text messaging, calls and photos and also the misuse of associated technology such as cameras and video facilities. Cyber bullying can take the form of any type of bullying such as racial, sexual, homophobic or disability.

As a school, we would establish the answers to 3 key questions to establish whether a person is being bullied or whether it is a conflict. These are:

- 1) Was there an intention to harm or humiliate?
- 2) Is there an inequality of power balance?
- 3) Has it happened before?

If the answer is 'Yes' to all 3 questions then it will be treated as a bullying incident.

In line with the Behaviour Policy and Child on Child Abuse Policy, we have implemented a range of measures to prevent all kinds of bullying; including cyber bullying, prejudice based bullying and discriminatory bullying. All forms of bullying are taken seriously and logged and monitored accordingly.

The role of the Governing Board:

- Supports the senior leadership team in all attempts to eliminate bullying from our schools and ensures that national and local advice and guidance is being followed (See Appendix).
- Will not condone any bullying in our schools, and will ensure that any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- Monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, which are held on CPOMS and within the school records.
- A parent who is dissatisfied with the way the schools have dealt with a bullying incident can contact the chair of the governing board who will ask a representative of the governing board to look into the concern.

The role of Senior Leadership Team (SLT):

It is the responsibility of the headteacher and SLT to implement the schools' Anti-Bullying Policy, to ensure that all staff are aware of the policy, and know how to identify and deal with incidents of bullying. The headteacher and SLT ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The headteacher and SLT draws the attention of the children to this fact at suitable moments. For example, if an incident occurs, the headteacher or SLT may decide to use an assembly, safe play session or a class discussion as the forum in which to discuss with other children why a particular behaviour is wrong and the consequences of bullying. The headteacher and SLT ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The headteacher promotes a climate of mutual support and respect throughout the school, in order to make bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of Teachers, Teaching Assistants and Support Staff:

All staff in school take all forms of bullying seriously, and seek to prevent it from taking place. If a member of staff witnesses an act of bullying, they will both investigate it themselves and record on CPOMS and then refer it to the headteacher or SLT. Staff will do all they can to support the child who is being bullied and parents will be informed as appropriate. A record is kept of all incidents of bullying that occur in and out of the classroom. Incidents that occur near the school or on the children's way between home and school are also recorded. Any adult who witnesses an act of bullying should report it to a member of the SLT. When any incident of bullying has taken place, we use the KiVa programme to tackle the incident.

The goal of KiVa is to prevent bullying and to tackle the cases of bullying effectively. It is made up of three main elements:

- Prevention
- Intervention
- Monitoring

Prevention of bullying is the most essential component of our approach to anti-bullying. This is achieved through the following:

- Regular class circle times
- Anti-bullying week
- No Outsiders
- Our PSHE and RHE curriculum

Intervention is targeted specifically to the individuals involved in a case of bullying. The tools used work to provide children with a solution-focussed method to bring bullying to an end. This involves adult-facilitated conversations with the victim, perpetrators and bystanders and is designed to empower children to reflect on their actions and feelings, both of themselves and others.

Ongoing **Monitoring** is carried out by members of our Senior Leadership Team. This involves monitoring the prevalence of bullying incidents within school as well as analysing findings from pupil, staff and parent surveys.

The teaching staff, with support from the headteacher or SLT, will deal with the issue. This may also involve counselling and support for the victim, and consequences for the offender. Time is spent talking to the child who has carried out the bullying, explaining to them why their action was wrong and how they should conduct themselves in future. It may be necessary for school to contact external agencies for further support.

All members of staff follow the behaviour policy and procedures with regard to behaviour management and understand they must report any concerns to the behaviour team or a member of the SLT.

Teachers and teaching assistants use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use 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.

The role of Parents:

Parents have the responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school. Parents 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 headteacher or a member of SLT. If they remain dissatisfied, they should follow the school's complaints procedure.

The role of the Pupils:

Pupils are encouraged to tell a trusted staff member if they are being bullied or if they are aware of any instances of bullying. Pupils can report any concerns to any member of staff in school. Pupils are invited to explain their views about a range of school issues, including bullying, through School Council Meetings, pupil questionnaires and through our curriculum.

Monitoring and review:

If any incidents of bullying occur, they are monitored by all staff who report these to the SLT. Incidents of bullying are tracked and analysed by the SLT. The effectiveness of the Anti-Bullying Policy is reviewed regularly by the Headteacher, SLT and governing board. This is done by monitoring the school's behaviour records on CPOMS where incidents of bullying are recorded and by reviewing procedures in place. Analysis of any bullying incidents takes place regularly, looking particularly if there have been any instances of racist bullying, homophobic bullying, or bullying being directed at children with particular religious beliefs, disabilities or special educational needs. This policy will be reviewed every two years, or earlier if necessary.

Appendix

The guidance in the following documents have been used to inform the writing of this policy:

- DFE - Preventing and Tackling Bullying - Advice for headteachers, staff and governing bodies (October 2014)
- DFE Factsheet - School support for children and young people who are bullied (March 2014)
- DFE Factsheet - Cyber bullying: Advice for Head teachers and school staff (November 2014)
- DFE Factsheet - Advice for parents and carers on cyberbullying (2014)
- Keeping children safe in education (KCSIE 2022)
- Cheshire East Guidance documents

Legislative links

School's duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010

Specialist Anti-Bullying Organisations

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.

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.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying

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

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people. Advice on Child Internet Safety 1.0:

The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online

LGBT

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

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 and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.