



**KIRKBY AND GREAT BROUGHTON CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL**

“Shine among them like stars lighting up the sky” (Philippians 2:15-16)

**Anti Bullying Policy
July 25**

Everyone in our school is a valued and unique person with different gifts and skills. Guided by strong Christian principles, we work together to ensure all children can shine, we nurture the children emotionally, spiritually and intellectually. We encourage them to be confident and enquiring, as well as compassionate and kind, as they strive to achieve their personal best and develop a lasting love for learning and for life.

At Kirkby and Great Broughton School we endeavour to create a safe and stimulating environment where everyone knows that they are valued. A person has the right to be treated with respect and has the responsibility to treat others in the same way. Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken.

Aims and objectives

- To promote a secure and happy environment free from threat, harassment or any type of bullying behaviour.
- To create a school ethos in which bullying is regarded as unacceptable. A child being bullied, or a bully themselves can not shine.
- To produce a consistent school response to any bullying incidents that may occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps maintain a bullying-free environment.

What is Bullying?

Bullying is the **systematic** use of aggression with the **intention of hurting another person** by an individual or group of individuals.

Bullying results in pain and distress to the victim. Bullying can be:

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| • Emotional | being unfriendly, excluding, tormenting |
| • Physical | pushing, kicking, hitting, punching or any use of violence |
| • Racist | racial taunts, graffiti, gestures |
| • Sexual | unwanted physical contact or sexually abusive comments |
| • Homophobic | because of, or focussing on the issue of sexuality |
| • Verbal | name-calling, sarcasm, spreading rumours, teasing |
| • Cyber | All areas of internet, such as email and internet chat room misuse; mobile phone threats by text messaging and calls; misuse of associated technology, i.e. camera and video facilities |

Expectation in relation to Bullying

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms of Bullying

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
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- 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
- there is a change in school performance
- comes home or to class with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. We are a listening school and if parents have any concerns they are encouraged to speak to their child's class teacher or the Headteacher.

Our Approach to the Prevention of Bullying

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimize the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity.

Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

Through a variety of planned activities across the curriculum such as circle time, role-play, class performances, oracy lessons and collective worship, our children gain in self-confidence and develop strategies to speak up

for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of the school council, a house captain promotes children's self-confidence. In having this approach, we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

Our Personal, Social and Health Education (PSHE) curriculum will ensure that each class addresses issues related to bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, to develop individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions.

15-17 "If a fellow believer hurts you, go and tell him—work it out between the two of you. If he listens, you've made a friend. If he won't listen, take one or two others along so that the presence of witnesses will keep things honest, and try again. If he still won't listen, tell the church. If he won't listen to the church, you'll have to start over from scratch, confront him with the need for repentance, and offer again God's forgiving love. Matthew 18:15-19 The Message (MSG)

Procedures for dealing with Bullying

We have two aims when reacting to incidents of bullying:

1. To make the child who has been bullied feel safe
2. To encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders.

In order to achieve this we use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is a recently established behaviour by an individual or a group which involves regular name-calling, intimidation or social exclusion (but not gross physical violence) a problem solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying. Behaviour is recorded and passed to the headteacher as in the behaviour policy.

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem solving approach, then the following procedure will be followed:

1. The Headteacher is informed
2. The pupil who has been bullied is interviewed and their comments recorded
3. The pupil or pupils who have displayed bullying behaviours is/are interviewed and comments recorded.
4. The parents of the individual who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Headteacher, pupil and parents is held; the incidents are outlined and the sanctions are detailed.
5. Individual Behaviour Plans to set targets to improve and monitor behaviour are set up which may involve calling upon the expertise of outside agencies and, if necessary, the police.
6. In persistent circumstances sanctions may include:
 - permanent exclusion
 - temporary exclusion
 - exclusion from the school premise at lunchtime
 - exclusion from the playground at lunchtime
 - move out of current class
 - arrangements for parent to supervise pupil to and from school daily
7. The parents/carers of the pupil who has been bullied are kept informed throughout the whole process. If possible, the pupils will be reconciled. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

NB if the incident is hate related advice is given here: <https://cyps.northyorks.gov.uk/hate-incidents>

The Role of the Governing Body

The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This will be done through a monitoring log and the termly headteacher's reports. The governors require the 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. The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

Further guidance on behaviour and discipline in schools can be obtained on the DfE website

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Review Date