



Knaphill Federation of Schools Anti-bullying Policy

Knaphill Federation of Schools Philosophy

At Knaphill Federation of Schools, we believe in every child having a bright future. Our school values drive everything we do as we believe that the purpose of education is to ensure everyone in our school community is able to flourish.

We achieve this through:

- Living by our values
- Community
- Innovation
- Developing language and vocabulary

Links to other policies

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Equality Policy
- PSHE Policy

Our School Rules

- Be Ready
- Be Respectful
- Be Safe

Introduction

Bullying affects everyone, not just the aggressor and the victims. It also affects those other children who watch, and less aggressive pupils who can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the school.

All institutions, both large and small, contain some pupils who may be more likely to experience bullying behaviour due to vulnerabilities e.g. children with SEND, looked after children, young carers, etc. An effective school can minimise the occurrence of bullying.

Aims and Objectives

Our schools believe that its pupils have the right to a supportive, caring and safe environment in which they can learn effectively, improve their life chances and help them maximise their potential, without the fear of being bullied.

We aim to prevent and deal with any bullying and promote an ethos where bullying is regarded as unacceptable, by

- Raising awareness
- Prevention through PSHCE and RSE and other curriculum areas
- Expecting everyone to live our values
- Consistent response to incidents
- Keeping a behaviour log (CPOMS) to identify any repeated behaviours
- Support to all community members who may be involved
- Developing and supporting home, school and community partnerships

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' *Safe to Learn: embedding anti bullying work in schools (2007)*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for someone to defend themselves
- It is usually persistent



Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered particularly in cases of sexual, sexist, racist, homophobic or transphobic bullying and when children with disabilities are involved. If someone could be in danger, then intervention is urgently required.

Pupils may be reluctant to report bullying for fear of repeat harm and because of a concern that 'nothing can be done'. It is therefore important that we show that we can support pupils to prevent harm, that bullying is not tolerated, and that there are solutions which work.

Pupils with learning disabilities or communication difficulties may not understand that they are being bullied so extra vigilance is needed for these young people.

Bullying can take place between:	Signs of Bullying
<p>Young people: child – on - child</p> <p>Young people and staff</p> <p>Between staff</p> <p>Individuals or groups</p>	<p>Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or school work, loss of appetite, stomach aches, headaches, soiling/bedwetting</p> <p>Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high levels of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression</p> <p>Behavioural: sudden changes in behaviour and mood, asking to be taken to school, taking longer to get home, asks for more money, using different routes to school, losing more items than usual, concentration difficulties, truancy</p>
Types of bullying	
<p style="text-align: center;">Physical</p> <p>Physical assault such as: kicking, punching, poking, tripping people up etc. Taking or damaging belongings of others.</p>	<p style="text-align: center;">Verbal</p> <p>Verbal bullying such as</p> <ul style="list-style-type: none"> • name calling • taunting • mocking • making offensive comments • gossiping and spreading hurtful or untruthful rumours
<p style="text-align: center;">Cyber</p> <p>Use of internet and related technologies to harm people in a deliberate, repeated and hostile manner.</p>	<p style="text-align: center;">Homophobic/ gender-based</p> <p>Bullying based on sexist attitudes that intimidate or harm another person because of their sex or gender.</p> <p>Negative attitudes and feelings towards people who are identified or perceived as being lesbian, gay, bisexual, gender questioning, queer +.</p>
<p style="text-align: center;">Racist</p> <p><i>The repeated aggression, both physical or psychological against people because of their race, colour, nationality or ethnic origin, with the purpose of violating a person’s dignity and creating an intimidating, hostile, degrading or offensive environment.</i></p>	<p style="text-align: center;">Religious</p> <p>Conduct or words or practices which disadvantage people because of their beliefs, faith community or culture.</p>
<p>Other:</p> <p>Excluding people from groups</p> <p>Leaving notes</p> <p>Producing offensive graffiti</p>	

Roles and Responsibilities

All adults have a responsibility to support children and keep them safe. It is important to work collaboratively on this to ensure the most consistent and effective approach.

Headteachers have the overall responsibility for the policy and its implementation and liaising with the governing body, parents/guardians, Trust, Local Authority and outside agencies.

The headteacher must:

- Determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the headteacher must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.'
- Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents/guardians and staff at least once a year.
- Ensure the pastoral needs of children are met
- Ensure the maintenance of good behaviour at all times during the school day (including the midday break) when pupils are present on the school premises or elsewhere.
- Ensure parents/guardians, staff and pupils know who the staff member responsible for Anti-bullying is.

The staff member responsible for anti-bullying at Knaphill Junior School is Debbie Harrison, Headteacher, DSL & Pastoral Lead.

Their responsibilities are:

- Policy development and sharing with pupils, staff, governors, parents/guardians and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness
- Managing bullying incidents
- Being responsible for ensuring that bullying incidents are recorded and follow-up action has taken place
- Assessing and coordinating training and support for staff and parents/guardians where appropriate
- Coordinating strategies for preventing bullying behaviour

Staff must:

- Provide a safe, secure and caring environment.
- Promote and sustain good behaviour.
- Listen to all reports of bullying.
- Address each situation in line with procedures.
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents.
- Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents/guardians and staff at least once a year.
- Ensure the maintenance of good behaviour at all times during the school day (including breaktimes) when pupils are present on the school premises or elsewhere.

Pupils should:

- Report all incidents of bullying (if a child is being bullied or is another pupil is being bullied – tell someone).
- Follow the school's expectations and rules.
- Avoid inappropriate behaviour which might be considered as bullying.
- Be respectful and supportive to others.

Parents/guardians should:

- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Reinforce to their children that retaliation is not helpful.
- Contact their child's class teacher to discuss concerns.
- Co-operate with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

The law empowers:

- Headteachers, to such an extent as is reasonable, to regulate the behaviour of pupils when they are off school site which is particularly pertinent to regulating cyberbullying. (Sections 90 and 91 of the Education and Inspections Act 2006)

Knaphill Federation of Schools has a three-tiered approach to stopping bullying in the school. It is based on prevention, detection and response (Low-Level, Escalation and High-Level). Co-ordination of this will be the responsibility of the Headteacher and members of the Senior Leadership Team. Below is a summary of this approach:

Prevention

- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage pupils to treat everyone with respect. (*Respect* is both a rule and a value at our school)
- Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
- Use any opportunity to discuss values/ British values and the appropriate way to behave towards each other, e.g. assembly, circle time, using the Restorative approach, our PSHE curriculum (driven by our principle of *community*).
- Deal quickly, firmly and fairly with any complaints, involving parents/guardians where necessary.
- Review the school policy and its degree of success.
- The school staff to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- Not use teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sex, etc.
- Treat bullying as a serious offence and take every possible action to eradicate it from our school.
- Staff training and development
- Friendship groups where necessary
- Online Safety teaching once a half- term at least in Computing lessons

Detection

All reports of bullying will be investigated and dealt with by the class teacher or teaching assistants. If the incident is found to be that of bullying, a record will be made using the school's online reporting tool (CPOMS) which informs all members of the Senior Leadership Team. In this way pupils will gain confidence in telling any adult. This confidence factor is of vital importance as it builds trust.

Any serious cases of bullying will be verbally reported to a member of the Senior Leadership Team immediately.

If it is established that systematic or serious bullying has taken place, parents/guardians of victims and aggressors will be contacted by the Headteacher or a member of the Senior Leadership Team so that they have an opportunity to discuss what has happened. Staff and parents/guardians can then work collaboratively.

Response:

All levels including low-level:

- When considering any incidents of bullying, staff will always think about the following questions in regards to incidents: what, where, when, who and why. If a group is involved then all members will be spoken to separately, including bystanders. Other pupils may also be spoken to in order to get a clearer picture.
- Written records of any reports of bullying and of such discussions will be logged on the school's online reporting tool (CPOMS). These records are analysed and monitored weekly to ensure any consistent incidents are addressed.
- Children may be asked to write down what has happened, any accounts/reports should be scanned and attached to the main report logged on CPOMS.

- Where appropriate, the parents/guardians of both parties will be met with to explain the actions being taken and to discuss ways in which they can help or support the school's actions.
- The victim and aggressor, as well as bystanders, will be supported. The victim will receive support in order to deal with their feelings and the aggressor in order to change this type of behaviour and prevent further incidents occurring. This will follow our Restorative Approach. If emotional support is needed further, this will be arranged with the school ELSA or Pastoral Team.
- Consequences of bullying will follow the school behaviour policy.

Escalation:

- Where continued bullying has come to the attention of staff, staff will discuss with each pupil involved what has happened.
- Discussion held with all involved and if appropriate, with parents present.
- Consequences of bullying will follow the school behaviour system.

High response:

- Where appropriate, high-level responses may include:
 - o A restorative conversation (where a bullying incident occurs all those involved are asked to attend to acknowledge the harm caused and discuss what needs to be done to repair the damage and prevent it from happening again)
 - o A referral to outside agencies (including the police, social services, counsellors and voluntary agencies such as victim support).
- Consequences will follow the school's Behaviour Policy and may include suspension in severe cases.

Monitoring, evaluation and review

The success of the Anti-bullying Policy will be reviewed every 3 years or earlier to take account of new knowledge or other changes affecting the school.

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Author: Debbie Harrison

Appendix 1: Useful resources & links to 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
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: 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
- 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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- 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

- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk o 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
- 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-about-bullying/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