



KINGSMOOR PRIMARY SCHOOL

Anti-Bullying Policy also known as Peer on Peer Abuse

Approved at Education Committee Adopted by Governing Body Signed (Chair of Governors)	Date May 2021 Date July 2021
Review due annually	
Nominated Staff Lead Designated Safeguarding Lead SENCO Named Safeguarding Governor	Neil Thompson Jo Warren Charlotte Owens Tracey Lowe

Contents

1. Policy Objectives	2
2. Statement of Intent.....	2
3. Links with Other Policies and Legislation	3
4. Definition of Bullying.....	3
5. Types of Bullying	4
6. Signs of Bullying.....	4
7. School Ethos	5
8. Responsibilities.....	5
9. Responding to Bullying.....	6
10. Preventing Bullying	9
10. Involvement of Pupils.....	11
11. Involvement of Parents	11
12. Monitoring and Evaluation.....	11
13. Useful Links.....	12
Appendix 1: Kingsmoor Primary School – Responding to Bullying Pathway.....	14
Appendix 2: Information on the Approach to No Bullying at Kingsmoor School	15

1. Policy Objectives

This policy outlines what Kingsmoor Primary School will do to prevent and tackle all forms of bullying. It was produced by Mr. Neil Thompson, deputy headteacher and class 5 teacher, and through consultation with Mrs. Rachel Chorley, Education Governor. The policy has been adopted by Full Governors and has the support of the whole school community.

2. Statement of Intent

We recognise that bullying can be emotionally damaging and can cause severe and adverse effects on children’s emotional development. 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. At Kingsmoor we are determined to promote and develop a whole school ethos where bullying of any kind is unacceptable, and as a school, we take any incidents very seriously. Our school’s Kingsmoor code underpins our core values of **kindness, respect, resilience and tolerance** and is woven throughout our whole school curriculum and ethos.

***‘We look after each other, our school and everything in it,
We try our best in everything we do
We are friendly and polite towards each other.’***

If bullying does occur, all pupils should feel able to report it and know that they will be supported, and know that incidents will be dealt with promptly and effectively. We make it clear that anyone who knows bullying is happening is expected to inform members of staff.

The school will seek ways to cease occurrences of bullying that may occur within school or the local community, to counter the effects of bullying, and to provide activities within the curriculum to minimise the likelihood of bullying taking place. Our school vision fosters high expectations of behaviour and we will challenge any behaviour that falls below this.

We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We understand the importance of having positive attitudes, behaviour and relationships and the impact that this has on learning and achievement. All adults working in our

school provide positive role models. We emphasise that every pupil is of equal worth, irrespective of age, gender, gender identity, family background, ethnic background or academic attainment.

3. Links with Other Policies and Legislation

This policy links with several school policies, practices and action plans including:

- Behaviour policy and Governors Code of Behaviour
- Complaints policy
- Child protection, Safeguarding and Equality policy
- Online safety
- Curriculum Statement, including PSHE
- Relationships, Health and Sex Education Policy
- Equalities Policy
- Kingsmoor School Vision and Values

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These include (but are not limited to):

- The Education and Inspection Act 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents
- DfE statutory guidance “Keeping Children Safe in Education” 2020 updated January 2021 [Post EU Exit] and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance
- Ofsted 2020 No Place for Bullying
- Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.
- Teaching online safety in schools – Guidance (2019)

4. Definition of Bullying

Bullying, or peer on peer abuse, is defined as: “behaviour by an individual or a group, repeated overtime that intentionally hurts another individual either physically or emotionally” (DfE “Preventing and Tackling Bullying”, July 2017). Bullying is deliberate actions meant to be hurtful and can take many forms, verbal, physical, cyber or emotional as listed below.

It can be related to physical appearance, physical or mental health conditions, social (where a child is adopted, is in care or has caring responsibilities), economic or educational circumstances, or can be prejudicial bullying (age, gender, being married or a civil partnership, teenage pregnancy, disability, race including colour, nationality, ethnic or national origin, religion, sex or sexual orientation against people with protected characteristics). It might be motivated by actual differences between children, or perceived differences.

Bullying often involves an imbalance of power between the perpetrator and the victim – those bullying control the relationship making it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, physically or emotionally, individually or in a group. It can result in the intimidation of a person or persons through violence, the threat of violence, or through isolating them - physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

Stopping violence and ensuring immediate physical safety is obviously Kingsmoor's first priority but emotional bullying can be more damaging than physical and so teachers and the school will judge each case individually regarding action needed.

Early intervention by the school can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Bullying is not occasional falling out with friends, especially when two children are of similar age, power or strength and have occasional fights or quarrels. Children sometimes can fall out or say things because they are upset. Kingsmoor School recognises that it is an important part of children's development to learn how to manage friendship breakdowns, the odd name calling or childish prank. It is important that children at Kingsmoor learn how to deal with these situations and develop the social skills to repair them.

5. Types of Bullying

Bullying is defined as any actions that are meant to be hurtful and are deliberate, they are often repeated and can take many forms. The four main types are:

- **Physical** (e.g. pushing, kicking, hitting, punching, taking belongings or any use of violence towards a person or their property)
- **Verbal** – direct or indirect (e.g. name calling, mocking, sarcasm, spreading rumours/gossiping, making offensive comments, teasing with reference to somebody being different. It involves speaking to a person or about a person and can include phone calls)
- **Emotional** (e.g. staring, glaring, exclusion from activities or friends, tormenting, threatening, made up stories, spreading rumours, producing offensive graffiti)
- **Cyber** (e.g. using technology to hurt someone through a variety of media such as text messages, the internet, social networks, video hosting sites etc. Misuse of associated technology such as camera and video facilities including those on mobile phones). Cyber-bullying can happen at all times of the day, with a potentially bigger audience, and more accessories, as people forward on content at a click. It often occurs outside of school. This can include: sending offensive, upsetting and inappropriate messages, photos or videos by phone, text, instant messenger, through gaming, websites, social media sites and apps). Cyber bullying can happen beyond the school day and encroaches on home life and private space.

Bullying can be related to prejudicial – relating to physical appearance, physical or mental health conditions, social or educational circumstances or can be prejudicial bullying:

- **Racist bullying** is any incident which is perceived to be racist by the victim or another person. It may be perpetrated against individuals on the basis of their race, skin colour, nationality or ethnicity, culture, language or religion, faith or those without faith.
- **Extremist bullying** is any bullying that would impose extreme views onto others. See the school's Safeguarding Policy for further information.
- **Gender, Homophobic, Transphobic and Biphobic bullying** involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation, including if they do not conform to a perceived dominant masculine or feminine gender image.
- Some pupils are in some way more vulnerable to bullying, such as pupils who have **SEND or issues with Attachment, pupils new to the school, pupils who fall into specific social groups due to their family status (e.g. Free school meals, Gypsy, Roma and Traveller children, Looked After Children) or Ethnic origin or those with English as an Additional Language**. Kingsmoor School is highly aware of these pupils and takes additional care to meet their needs.

6. Signs of Bullying

The signs of bullying are extremely variable so staff are vigilant for signs of bullying or other child protection issues. Common signs can include:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting, general ill health (caused by stress).

Emotional: losing interest in school, being withdrawn, shy or secretive, clinging to adults, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression, hostility, defensiveness or negative self-image.

Behavioural: withdrawn, sudden changes in behaviour and mood, concentration difficulties, truancy

General (frequently 'lose' money/possessions, taking longer to get home, asking for more money, using different routes to school, appears tired/lethargic, avoids entering/leaving school with others, desire to remain in the company of adults).

7. School Ethos

The Kingsmoor School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our School Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis
- Supports staff to promote positive relationships to help prevent bullying
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include pupils with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and pupils (peer on peer abuse)
- Will proactively monitor and intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy
- Requires all members of the community to work with the school to uphold the anti-bullying policy
- Ensures staff will have flexibility to determine what will work best for their pupils, depending on the particular issues they need to address and bearing in mind the background and context behind any existing behaviours
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere
- Utilises support from external organisations when appropriate.

8. Responsibilities

It is the responsibility of:

- The **Head teacher** to communicate and implement this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably. The head teacher will report incidents to the governors and on the effectiveness of this policy annually or

more frequently if needed; Mrs Warren will ensure all staff are appropriately trained to identify and deal with bullying. She will set the climate of the school as one that thrives on support and positive relationships, and one that does not tolerate bullying

- **Governors** to take a lead role in monitoring and reviewing this policy; they will support the head teacher and staff to eliminate any bullying at school. They will respond to parents who are dissatisfied with the way school has dealt with complaints of bullying according to the complaints policy
- **All staff**, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly, ensuring that all pupils know bullying is unacceptable, to be alert to the signs of bullying and to effectively manage any incidents that do occur. They model positive and kind relationships with each other, pupils and parents
- **Parents/carers** to be aware that Kingsmoor school does not tolerate bullying in any form; to support their children by being positive role models and help them develop positive relationships with friends, other pupils and school teachers; to report concerns or incidents of bullying at the earliest opportunity and work in partnership with the school when dealing with the situation. Parents are discouraged from trying to deal with bullying by themselves by either approaching the child or their parents, they are encouraged instead to access support material on the school website or at the end of this policy
- **Pupils** to discuss anything that concerns them with any adult they feel able to share worries with; to be clear on the school's policy regarding any bullying being unacceptable; to uphold the Kingsmoor Code and the Schools Values: **Kindness, Respect, Resilience and Tolerance** and to know the part they can play to prevent bullying, including when they are bystanders.

9. Responding to Bullying

Bullying is labelled as serious on the Behaviour Chart in the Behaviour Policy and so will be dealt with accordingly. The following steps may be taken when dealing with all incidents of bullying reported to the school, even if the bullying happened off the school site or involved cyber bullying:

- If bullying is suspected or reported, the incident will be referred to the head teacher or SLT; where appropriate matters will be handled by the class teacher in conjunction with the member of staff it was reported to or who witnessed the concern. All incidents and subsequent actions will be managed in accordance with the anti-bullying pathway (Appendix 1)
- The facts will be sensitively but promptly established and an accurate picture over time created through talking to all relevant pupils, staff and other witnesses
- The school will determine if the case of bullying will be upheld, and if not, how best to deal with the incident according to the Behaviour Policy: disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have, and taking into account the needs of vulnerable pupils. Restorative justice will be used whenever possible, with a solution to move on and what to do next time
- The school will speak with and inform other staff members, where appropriate. This could include the school ELSAs who may support the victim or perpetrator in the understanding and regulation of their emotions or to support anxieties.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate (also see below **Supporting pupils**)
- The school will work with the person who has carried out the bullying to ensure that the impact and consequences of their behaviour is understood it does not happen again (see below **Supporting pupils**). Consideration will be given to the motivations behind bullying behaviour and whether it reveals any concerns for the needs and/or safety of the perpetrator

- The school will ensure both/all sets of parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection, SEND and confidentiality policies. School will sign post to appropriate support
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding and child protection concerns
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including advisory teachers or children's social care, if a pupil is felt to be at risk of significant harm
- If incidents are related to ethnicity, this may be reported to the local education authority (refer to the Equalities Policy if needed)
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken on My Concern (the school system for monitoring and recording safeguarding and pastoral concerns)
- A plan may be drawn up for both the victim and the perpetrator detailing strategies to use
- If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying pupil/s and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to further intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Ongoing action should be taken until the bullying has stopped
- Incidents of bullying, past and present are reviewed termly to ensure measures are effective in ceasing bullying and that bullying has not restarted. Parental follow up occurs to ensure that the bullying has ceased and the pupil and parents/carers are satisfied with the way the situation was handled

See Appendix 1 - Kingsmoor Responding to bullying pathway

Cyberbullying

Our Online Safety policy details some of the steps taken in school to educate pupils about cyber bullying and so cross reference is needed to this policy. Specifically, 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
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the DfE 'Searching, screening and confiscation at school' guidance as well as Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies

- The school will take steps to help the perpetrator fully understand the implications of their actions. As well as ensuring access to any additional help that they may need as part of wider school curriculum initiatives
- 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. 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 pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support; Kingsmoor follows best practice that pupils who have been bullied are not removed from school, even for a short while, but will do all that it can to ensure that they are able to continue to attend
- Supporting the pupil as needed – for example mediation/restorative justice, increased supervision at playtime, timetable changes
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead or a member of staff of their choice
- If appropriate, advising the pupil to keep a record of the bullying outside of the school setting as evidence to be discussed in accordance with the Kingsmoor Responding to bullying pathway (Appendix 1)
- Working towards restoring self-esteem and confidence through ELSA interventions
- Providing ongoing support; this may include: working and speaking with other staff and the PFSA, offering counselling and peer support, engaging with parents and carers, coaching and resilience/assertiveness training
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance. E.g. NSPCC

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change their attitude and behaviour
- Establishing why the bullying occurred, and addressing underlying causes where appropriate/possible through the implementation of behavior charts/cards and or the schools Pastoral Support Plan
- Informing parents/carers to help change the attitude and behaviour of the pupil
- Providing appropriate education and support regarding their behaviour/actions/need through targeted ELSA and Theraplay sessions. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling from the PFSA, engaging with parents, referring to local authority children's services, completing an EHA (Early help assessment) for outside agency support or referring to Child and Adolescent Mental Health Services (CAMHS)
- Focusing on positive and least intrusive, whilst effective, solutions; this may take the form of a behaviour contract or PSP
- Help them manage their emotions through specific program with the school ELSA
- Teach conflict resolution strategies/skills

- Identifying strategies/a safe place for the pupil to go to if they feel they vulnerable to using bullying behaviour
- If online, requesting that content be removed and reporting accounts/content to service provider
- Sanctioning, in line with school behaviour policy; this may include removal of play time, privileges, working in another class room and fixed-term or permanent exclusions
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

10. Preventing Bullying

Environment and Ethos

The whole school community will:

- Create and support an inclusive environment which promotes a culture of promoting diversity, mutual respect, consideration and care for others, which will be upheld by all – this strategy will reduce bullying occurring in the first place
- Ensure the anti-bullying message has a high profile throughout the school – posters, assemblies etc
- Be alert and proactive in managing cases of bullying, or potential bullying including gathering intelligence about issues between pupils which might provoke conflict
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as Looked After Children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference – for example, in lessons, through dedicated events or projects, or through assemblies
- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others
- Use defusing language - Kingsmoor Primary School is careful not to label pupils as bullies or say they did ‘something terrible’
- Focus is placed on positive future behaviour and changing attitudes and mindsets to be more understanding of the consequences of their actions and the feelings of others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly
- Having an ‘open door policy’, where we actively encourage parents to come in and speak to the school at any time
- Use termly pupil voice discussions to gain a greater understanding of any issues relating to bullying within the school
- Openly work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- Actively create “safe spaces” for vulnerable pupil and young people
- Celebrate success and achievements to promote and build a positive school ethos
- Regularly celebrate pupil’s kind and polite behavior – being an excellent Kingsmoor scholar.

Policy and Support

The whole school community will:

- Actively seek to provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Pupils are encouraged to play an active role in the school community through a range of different initiatives. (To be developed in conjunction with the pupil, staff and parents/carers)

- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents
- To educate pupils what bullying is, and is not, through the curriculum, PHSE/RHSE, the Kingsmoor code, teaching of positive relationships, Kingsmoor Vision and Values, habits of mind, class rules and class codes of conduct (where used)
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, being a Kingsmoor scholar, role plays, outside drama groups, etc
- Celebrating calendar or national events that develop teaching and learning around diversity and acceptance e.g. Anti Bullying Week, Odd Sock day and bringing in external groups and agencies that promote the anti-bullying message as able
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic, positive opportunities to develop pupils' self-regulation of behaviour, and their social and emotional skills, including building their resilience and self-esteem (Forest School, Friday Activities, ELSA, Theraplay and Lego therapy, friendship group intervention.)
- Display antibullying resources and telephone numbers throughout the school.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

Cyber Bullying

Kingsmoor School will provide information to staff, parents 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.
- Providing newsletters linked to online safety and how parents can support in this role, increasing pupil and parental awareness

Encouraging pupils to develop an online social conscience through discussing with pupils how online statements can make others feel. "If you wouldn't say it in real life or to someone's face, you should not say it online."

School will regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

10. Involvement of Pupils

Kingsmoor Primary School will involve pupils by –

- Involving pupils to ensure that they understand the school's approach and are clear about the part they play in preventing bullying
- Ensuring that all pupils know how to express worries and anxieties about bullying
- Ensuring that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involving pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Regularly canvassing pupils and young people's views on the extent and nature of bullying by utilising pupil voice in providing pupil led education and support, as well as allowing feedback to shape future decisions regarding policy and implementation of strategies.

11. Involvement of Parents

Kingsmoor Primary School will involve parents/carers by –

- Taking steps to involve parents and carers to ensure they are aware that they can and should notify the school of any changes in the emotional or behavioural needs of their child
- Sharing the Anti Bullying leaflet with new parents and referencing this document through the schools social media channels and newsletters
- Making sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensuring all parents/carers know who to contact if they are worried about bullying and where to access independent advice
- Working with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Ensuring that parents work with the school to role model positive behaviour for pupils, both on and offline
- Ensuring that all parents/carers feel able to give both positive feedback to the staff involved where appropriate; and also able to further raise concerns (informally with either the class teacher or the headteacher) if they feel a situation has not been dealt with effectively; and that they are aware they can formally raise a complaint through the complaints policy if the situation has not been resolved. The school's Complaints Procedure may be viewed on the website or a paper copy obtained from the school office.

12. Monitoring and Evaluation

This policy is monitored on a regular basis by the head teacher and all SLT as they deal with incidents of bullying. On a termly basis, the head teacher reports on all incidents of bullying (and alleged bullying as appropriate) and on the effectiveness of this policy to the School governors as part of the Head Teachers Report.

We will evaluate our anti-bullying policy using the following measures:

- The numbers of incidents that are reported to staff over a given (annual) period via MyConcern
- Pupils' perceptions of bullying in school through structured Pupil Voice discussions
- The number of days of absence which are thought to arise as a consequence of bullying
- Teachers have a good understanding of their pupil's attendance and would investigate any unusual patterns of absence to ensure that pupils are not taking unnecessary days off school due to fear of being bullied.

- The number of complaints and compliments that we receive from parents (Biannual parent questionnaire)
- From the comments made by visitors and other people connected with the school as they are given.

Any issues are incorporated in the annual policy review by governors and/or the School Development Plan as needed.

13. Useful Links

These have been taken from the DfE guidance on preventing and taking bullying July 2017

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

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://www.gov.uk/government/publications/counselling-in-schools>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216870/No-Health-Without-Mental-Health-Implementation-Framework-Report-accessible-version.pdf

Specialist organisations

Bullying Alliance: <http://www.anti-bullyingalliance.org.uk/>

Childline: <https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying/>

<https://bounce-back-from-bullying.childline.org.uk/>

NSPCC: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/keeping-children-safe/>

Diana Award <https://www.antibullyingpro.com/about>

Kidscape <http://www.kidscape.org.uk/kidscape-programmes/help-with-bullying-programme/>

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Mental Health

MindEd: <https://www.minded.org.uk/>

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

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sen-disability>

CYBER bullying and online support

<http://www.digizen.org/> provides online safety information for educators, parents, carers and young people

<https://www.internetmatters.org/>

Think U Know: <https://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 '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

Anti-Muslim Hatred Working Group <https://www.gov.uk/government/groups/anti-muslim-hatred-working-group>

LGBTQ+

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

A Guide for Schools:

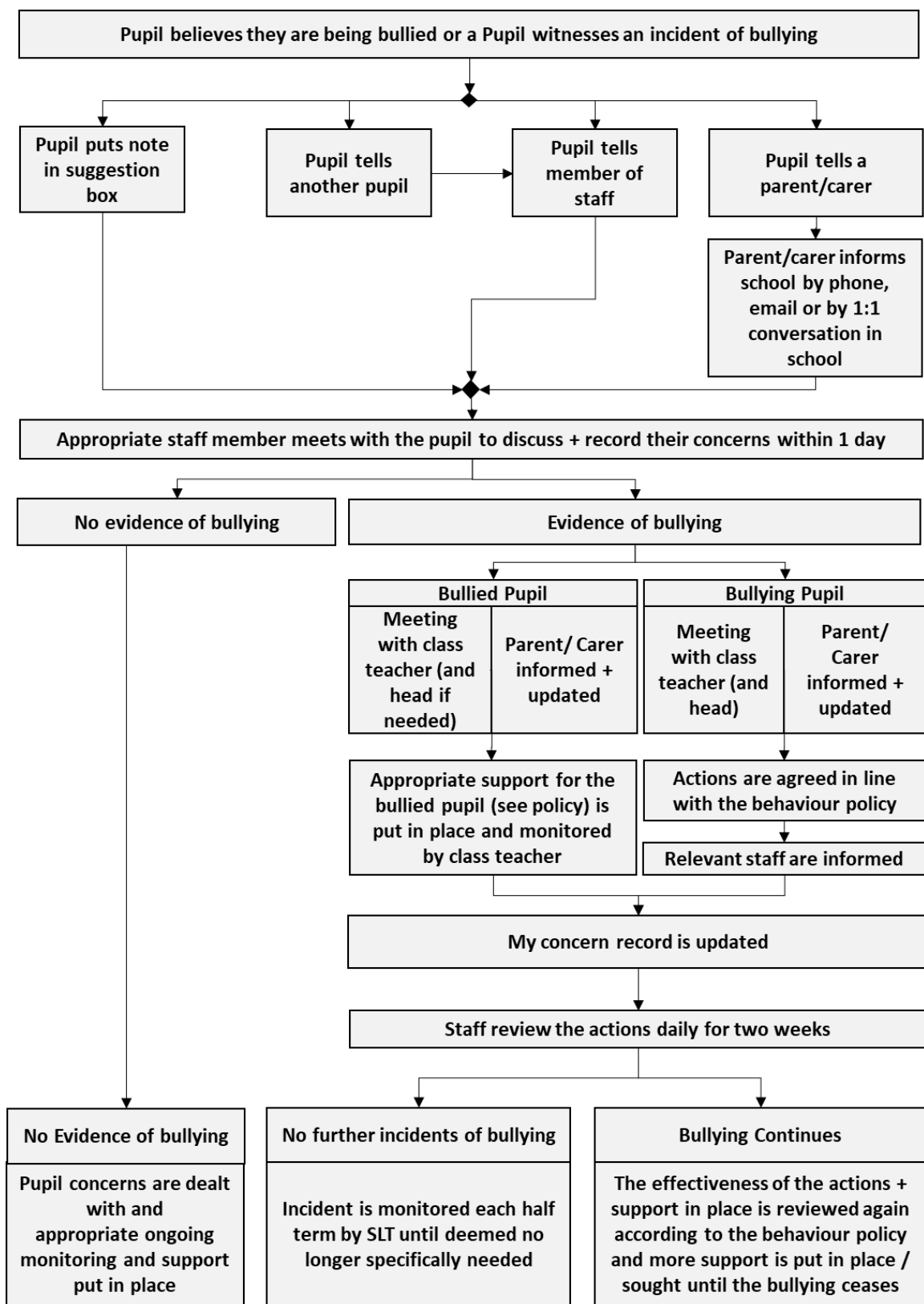
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

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-andgenderrelated/preventing-and-responding-sexual

Appendix 1: Kingsmoor Primary School – Responding to Bullying Pathway



Appendix 2: Information on the Approach to No Bullying at Kingsmoor School

What is bullying?

- "Bullying is defined as: "behaviour by an individual or a group, repeated overtime that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying is deliberate actions meant to be hurtful and can take many forms - emotional, physical, verbal, sexual, cyber/online or prejudicial. It might be motivated by actual differences between children, or perceived differences.

What's not bullying ?

Bullying is not occasional falling out with friends, especially when two children are of similar age, power or strength and have occasional fights or quarrels.

Children sometimes can fall out or say unkind things because they are upset. We recognise that it is an important part of children's development to learn how to manage friendship breakdowns, the odd name calling or childish prank.

It is important that children at Kingsmoor learn how to deal with these situations and develop the social skills to repair them. We will help all children do this while they are at Kingsmoor School.



Behaviour and Role Models

- We foster high expectations of good behaviour and we will challenge any behaviour that falls below this.
- We understand the importance of having positive attitudes and supportive relationships. All adults working in our school provide positive role models.
- We emphasise that every pupil is of equal worth, irrespective of age, gender, gender identity, family background, ethnic background or academic attainment.
- We recognise some pupils are more vulnerable to bullying and are very happy to discuss this with concerned parents/carers



Kingsmoor Primary School

Information for Parents and Carers on the Approach to No Bullying at Kingsmoor School

School Ethos

- 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. We recognise that bullying can be emotionally damaging and, especially, if left unaddressed it can have devastating impact on the individual. We are determined to promote and develop a whole school ethos where bullying of any kind is unacceptable; this message has a high profile in school.
- We will ensure teachers are well trained, and that they teach a curriculum and provide activities through out the year to educate against and prevent, as far as possible, bullying taking place.
- We will take any incidents very seriously. We aim that all pupils and parents feel able to report it, and to know that they will be supported. All incidents will be dealt with promptly and severely in line with the Behaviour Policy. Staff will determine what will work best for all pupils involved, depending on the particular issues to address and bearing in mind the context behind the behaviour. We will seek external support as appropriate and inform parents/carers through out.

Signs of Bullying

- The signs of bullying are extremely variable so parents and staff need to be vigilant. Common signs can include:
 - physical signs - unexplained bruises etc damaged clothes or schoolwork,
 - behaviour changes and withdrawal - losing interest in school, concentration difficulties, being withdrawn, shy or secretive, clinging to adults, unusual shows of temper, refusal to say why they are unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, signs of depression, hostility, defensiveness or negative self-image
 - not wanting to go to school
 - lots of stomach-aches, headaches or loss of appetite or other non-specific illness.
 - Sometimes these ailments will be real, and sometimes they may be made-up, but whether the illness is real or not, the worry certainly is, so it needs to be taken seriously.
 - Help your child to talk to you about what's going on. Use books and TV plots to open up discussions about bullying. With younger children dolls, teddies or puppets are a good way to help them talk about their worries and feelings. Come in and talk to school.

What do we expect from parents?

- to be aware that Kingsmoor school does not tolerate bullying in any form, and share this with your children
- to support your children by being positive role models and helping them develop positive relationships with friends, other pupils and school teachers – If your children appears not to listen to a word you say – know that they are watching everything you do!
- to make it safe for your child to share their worries about bullying with you, so they know they can rely on you to listen to them and support them
- to ensure their children know to raise concerns with any adult they trust at school – whether they are the victim or a bystander
- to report concerns or incidents of bullying (within school or beyond the school gate) at the earliest opportunity and work in partnership with the school when dealing with the situation. Parents are discouraged from trying to deal with bullying by themselves by either approaching the child or their parents
- to keep in contact with school - for both positive feedback and to raise concerns when needed if a situation has not been dealt with effectively, using the school complaints procedure (available on the website or at the school office)
- There are loads of additional resources on line, your class teacher can point you in their direction if needed – and there is a great Q and A section in the policy on the website you are encouraged to read.