



# Anti-Bullying Policy



Sarah Taylor

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Policy Name:	Anti-Bullying Policy	Date:	January 2023
Reviewed by:	Sarah Taylor	Date:	February 2023
Ratified by:	Full Governors	Review date:	January 2025

## ‘Let all that you do be done in love’

1 Corinthians 16:14

*Nurturing individuals to be the best they can be in an inclusive environment where they feel valued, respected and know they belong.*

### 1 Introduction

- 1.1 It is a government requirement that all schools have an anti-bullying policy. This policy reflects this guidance and the principles enshrined in ‘Every Child Matters’.
- 1.2 DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

### 2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### Our School Community:

- Discusses, monitors and reviews our anti-bullying policy through our KiVa program which has three clear goals:
  1. To prevent new bullying cases from emerging
  2. To tackle bullying cases effectively
  3. To minimize negative effects caused by bullying
- Supports staff to promote positive relationships and identify and tackle bullying appropriately. This includes incidents that occur outside the school grounds and outside of school hours that involve our pupils.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy. This will be embedded through the KiVa programme.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy. Evidence of all bullying concerns is recorded on our KiVa screening forms and stored securely on CPOMS.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

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## Definition

*'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'* (Department for Education )

- Bullying means that one child is deliberately (usually) using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with someone else. It isn't saying something bad to someone once they are angry. Bullying goes on deliberately (on purpose) over a period of time.
- A useful aide-memoire is STOP "Several times on purpose" from Childline/NSPCC

This is our school community's shared understanding of what bullying is:

## Forms of Bullying

Bullying includes: name calling, taunting, mocking, making offensive comments, kicking; hitting; taking belongings; inappropriate text messaging, emailing, messaging (cyber bullying); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

## Preventing Bullying

### Involvement of Pupils:

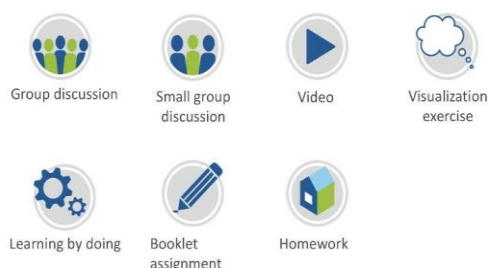
We will:

- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience through our school values, weekly PSE lessons, Annual Anti Bullying Week, monthly KiVa lessons and regular circle times.

### The Kiva Program (Evidence-based program to prevent and reduce bullying)

One 3 hour lesson per month in KS2.

#### Activities included in the lessons and themes



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Y3/4	Y5/6
<ul style="list-style-type: none"> <li>● Let's get to know each other!</li> <li>● Emotions</li> <li>● Our class – everyone is included!</li> <li>● Difference is richness</li> <li>● We say NO to bullying</li> <li>● We will not join in on bullying</li> <li>● The bullied child needs your help</li> <li>● I will not be bullied!</li> <li>● Literature lesson</li> <li>● The KiVa contract</li> </ul>	<ul style="list-style-type: none"> <li>● Respect is for everyone</li> <li>● In a group</li> <li>● Recognise bullying</li> <li>● Hidden forms of bullying</li> <li>● Responsible online</li> <li>● Consequences of bullying</li> <li>● The group and bullying</li> <li>● Communicating support</li> <li>● Stick up for yourself</li> <li>● KiVa school – let's do it together</li> </ul>

- Consider all opportunities for addressing bullying including through the curriculum and school values, through displays, through peer support and through the School Council.
- Have books and information about bullying in classrooms and in the main entrance to school, including the KiVa noticeboard.
- Help children to understand bullying as a group activity and the part that bystanders play in the activity. Teach children what they can do to stand up to bullying behaviours. This is central to the KiVa program. KiVa is not a momentary project, but a permanent way of action in order to prevent and stop bullying. The goals for the lessons and themes are:
  1. Getting the children to understand the role a group plays in bullying.
  2. Increasing empathy for the bullied students.
  3. Learning ways to support the bullied student, and taking responsibility for not allowing bullying to occur in the group.

The goal of the Universal actions of KiVa...

It's important that all the students understand that they can make a difference!

"Let's stop bullying together!"

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- Encourage good behaviour through class incentives and rewards, stickers, Golden Book and weekly class challenges linked to the school values.
- Regularly canvass children and young people's views on feeling safe and happy in school.
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Promote responsibility for own behaviour through The Great Milton Way expectations, KiVa, Growth Mindset attitude and other school responsibilities such as School Council and Buddy system.
- Create class Feeling Safe and Happy agreements every year (during Anti Bullying week).The KiVa rules are built during the school year resulting in a class contract.
- Nominate two class Friendship Champions in each class.

**KiVa rules are summed up in the KiVa contract at the end of the school year.**



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Publicise the details of helplines and websites (what to do if you are worried posters).

- Involve pupils in anti-bullying campaigns in schools.
- Ensure pupils know how to express worries and anxieties about bullying.
- Actively involve potentially vulnerable pupils in active, organised games and quiet games as organised by the older pupils/ Friendship Champions.

### Involvement of Staff

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- Review and revisit the Anti Bullying Policy and the KiVa screening Forms regularly to identify and address potential issues.
- Train staff in a Restorative Approach to bullying and behaviour.
- Train staff in Unconscious Bias
- Plan, teach and review monthly KiVa lessons in KS2.

### Involvement of Parents and Carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying (contact the school: 01844 279388 or class teacher or headteacher: [office@gmilton.org](mailto:office@gmilton.org) [head@gmilton.org](mailto:head@gmilton.org))
- Share the online Bullying Training through the Anti-Bullying Alliance with parents and promote the Kiva program at Curriculum evenings/Parents consultation sessions
- Give parents regular opportunities to discuss issues such as bullying
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that may give rise to bullying.
- Provide parents with information on staying safe on the computer. [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk) (CEOP: Child Exploitation and Online Protection Centre)
- Ensure parents know about our complaints procedure and how to use it effectively (available on the

school website).

### Dealing with Bullying

*Pupils need to:*

- Tell someone if they are being bullied. This might be any member of staff, parents, carers, friends, School Council, Friendship Champions, Governors.
- Use **S.T.O.P-** Start Telling Other People.
- Try to be confident. Be proud of who you are. It is good to be individual.
- Tell yourself that you don't deserve to be bullied.
- If you know someone is being bullied or in distress, take action. Watching and doing nothing can suggest support for the bully.
- Try to be assertive, say 'no' to a bully.

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- If possible avoid being on your own, stay around your friends or near to an adult.
- Walk away from a difficult situation quickly and confidently.
- Don't fight back, go and talk to an adult or a KiVa ambassador about how you are feeling.

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***Staff need to:***

- Take the incident seriously.
- Deal with the incident fairly and consistently in line with the policy.
- Reassure the child being bullied that action will happen and support provided.
- Organise for a named person of the affected child's choice to be available for one to one support.
- Talk to the children involved to establish what has happened. Take a restorative approach.
- Seek to establish witnesses to secure evidence to support the victim's statement.
- Explain clearly what behaviours were unacceptable and why.
- Give appropriate sanctions (following behaviour policy) for the behaviour being displayed by the perpetrator.
- Inform the parents of all children involved.
- Record the incident on a KiVa screening form
- Speak to classes/school where appropriate about the incident.
- KiVa team to monitor recorded incidents on a regular basis Set review dates with parents and the child.
- Staff will be informed and updated as necessary at staff meetings.

***Support for the child being bullied ('victim'):***

- The 'victim' will be informed of the outcome and actions taken following the bullying incident. The victims voice will be recorded on the KiVa screening form.
- The 'victim' will be given the opportunity to tell the child doing the bullying how they feel (when and if appropriate). This will be recorded on the KiVa screening form.
- The 'victim' will be given support to feel safe with regular 'check ins' from the KiVa team.
- Measures will be put in place to try to prevent the bullying happening again through the KiVa restorative approach.
- The KiVa team will regularly review the situation to make sure the bullying has not continued. This will be recorded on the KiVa screening form.
- The victim may be given a book to record daily feelings and incidents.
- The victim will be given opportunities to develop friendships and join clubs.

***Consequences and follow up for the child doing the bullying:***

- It will be made clear that what they have done is unacceptable and will be sanctioned in line with the school's Behaviour Policy. This involves a hierarchy of consequences.
- A restorative approach will also be taken to build the relationship.
- The member of staff should record the incident electronically on the KiVa screening form and store on CPOMS.
- Their parents will be involved.
- They will listen to how the 'victim' feels.
- They will talk to someone they trust about how they are feeling
- They will be encouraged to develop their hidden talents and skills.
- They will be given opportunities to develop friendships and join clubs.
- They may be referred to outside agencies for further support.



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### 3 The role of governors

- 3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The governing body 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, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. 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 head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

### 4 The role of the head teacher

- 4.1 It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The head teacher ensures that all children know that any type of bullying is wrong, including cyber bullying, and that it is unacceptable behaviour in this school and where applicable, at home. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3 The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The head teacher sets the school climate of mutual support and praise for success, so making 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.

### 5 The role of the teacher and support staff

- 5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school by logging this on CPOMS on the KiVa screening form. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the KiVa team. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the KiVa team and head teacher, the teacher informs the child's parents or carers.
- 5.3 **Staff record all incidents of bullying**, including cyber bullying, that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should report it to the HT who will record it on CPOMS.
- 5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the KiVa team. The screening process will lead to inviting the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the head teacher may contact external support agencies, such as the social services.
- 5.5 All members of staff attend training when appropriate and subject to budgetary restrictions, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

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5.6 Teachers use the KiVa program to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, interactive games, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied

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children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

## 6 The role of parents and carers

- 6.1 Parents and carers 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 head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.
- 6.2 Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## 7 The role of pupils

- 7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, through the Pupil Council or directly with an adult.
- 7.3 Our School has developed its own anti-bullying code.

## 8 Monitoring and review

- 8.1 This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy.
- 8.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by the Chair of Governors examining the school's CPOMS, where incidents of bullying are recorded, and by discussion with the head teacher. Governors may analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- 8.3 This policy will be reviewed every two years, or earlier if necessary.