



King's Meadow School

Policy on Anti-bullying

Aims of the school:

At King's Meadow we aim 'to promote the development of positive relationships between all members of our School Community' (K.M.S. Behaviour Policy). As such we aim to provide a safe and happy learning environment as being integral to achieving the wider objectives of the school. Bullying is not tolerated.

We perceive bullying to be:

a continuous pattern of behaviour by one person or a group, which is designed to hurt, injure, embarrass, upset or intimidate.

Bullying behaviour may include: name-calling; taunting; mocking; making offensive or threatening comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; 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.

It is essential to differentiate between bullying and bossiness, and bullying and boisterous behaviour.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber-bullying methods.

The different roles within 'bullying' are identified as:

- The ring-leader, actively intimidating, or through their social power, directing bullying activity.
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

At King's Meadow we perceive no "hierarchy" of bullying – all forms of bullying will be taken equally seriously and dealt with appropriately.

All staff, including temporary staff will endeavour, in the first instance, to:

- make sure that the person being bullied is safe;
- work to stop the bullying happening again; and
- provide support to the person being bullied.

Anti-bullying strategies

The aims of our anti-bullying strategies are:

- to prevent, de-escalate and/or stop any continuation of harmful behaviour.
- to react to bullying incidents in a reasonable, proportionate and consistent way.
- to safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- to apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Our school community approach to pupils who experience bullying is that:

- they are heard;
- they know how to report bullying and get help;
- they are confident in the school's ability to deal with the bullying;
- steps are taken to help them feel safe again;
- they are helped to rebuild confidence, resilience and other self help strategies;
- they know how they can get support from others.

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and social knowledge;
- they learn how they can take steps to repair the harm they have caused.

As a school:

- the whole school community is clear about the anti-bullying stance the school takes;
- the school works with parents to resolve bullying issues;
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school;
- every chance is taken to celebrate a happy and cohesive community spirit;
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

As a part of our work on building relationships, and in addressing incidents of bullying, the school will implement areas of the curriculum to support individual, group and whole class learning, in such subjects as PHSE and Citizenship classes. Whole school and key stage assemblies may be used to address issues arising from unacceptable behaviour including bullying.

Reporting and Recording incidents of bullying

Reporting

All children at King's Meadow are frequently made aware – through assemblies and class sessions - of the steps to take in order to inform an adult of an incident of bullying. This would usually be a class teacher, a TA (Teaching Assistant) or a playground or lunchtime supervisor. King's Meadow also promotes and trains Year 6 'mediators' on the playground at break-time, who may then pass on to an adult the concerns of another child.

Recording

In the case of a bullying incident the school informs the parents of all parties at the earliest opportunity, either in person, by telephone or by incident form. These forms indicate the type of bullying and relate the

specific incident as reported by the child, including witness statements if appropriate. Forms are copied to parents and include details of further actions such as sanctions.

All incidents of bullying are recorded as this enables the school to:

- manage individual cases effectively;
- monitor and evaluate the effectiveness of strategies;
- celebrate the anti-bullying work of the school;
- demonstrate defensible decision making in the event of complaints being made;
- engage and inform multi-agency teams as necessary.

Purposes of Sanctions

At King’s Meadow a range of sanctions is used following an incident of bullying. See ‘Examples of Consequences’ and ‘Rewards and Sanctions’ in the Behaviour Policy. Such sanctions are imposed to:

- impress on the perpetrator that what he/she has done is unacceptable;
 - deter him/her from repeating that behaviour; and
 - signal to other pupils that the behaviour is unacceptable and deter them from doing it.
- give time for reflection

Involvement of Children’s Services in responding to bullying

As with other matters involving inappropriate and unacceptable behaviour in school, (or outside but relating to the school) the school may engage with multi-agency information and support with casework sharing, for example with the Education Psychology Service or Child and Adolescent Mental Health Services (CAMHS) and PCHAMS.

Contact for Parents

Parents wishing to contact the school to report or follow up a bullying incident should contact the class teacher or head teacher. This may be done in the first instance through the ‘reception’ office staff who are trained in dealing with matters of a confidential nature.

Evaluation of incidents and on-going procedures

In order to evaluate the effectiveness of our anti-bullying measures specific incidents of a sufficiently serious nature are monitored over a period of time with reporting and recording procedures as outlined above.

The gathering of pupil and parent perceptions of the incidence of bullying at King’s Meadow School will inform the school as to implementing further anti-bullying strategies.

King’s Meadow School, in seeking to address incidents of bullying, has based this policy on the recommendations contained in the DfES document *Bullying – A Charter for Action (September 2007)*

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L Daulton (Headteacher) Date :

S Hill (Chairman of Governors)..... Date:

