



ANTI BULLYING POLICY

Safeguarding suite

Be Happy, Be Safe

We want our children
to be happy and safe at our school.

We want them to learn how to behave well towards
each other, their teachers and their parents.

We want our children to feel that they can talk to a
trusted person about any safeguarding issues.

There is bullying in every school. We recognise this and we have tried to do something about it. Children are respected and are expected to respect each other. We follow our school values; Thoughtful, Explorers, Awesome and Motivated. Together we are a TEAM Part of what we do is to consult the children on a regular basis as to what they feel bullying is, what we should do about bullies and what good behaviour means.

This forms our Anti-Bullying Code.



1 Introduction

This policy statement for anti-bullying pays due regard to the Early Learning Goals and the National Curriculum. It links with other relevant policies in our school.

2 Aims of the policy

At our school we provide a secure and happy learning environment for all. All members of our school should adhere to the Folly Hill Values, TEAM, thoughtful, explorers, awesome and motivated. We do not tolerate bullying and will deal with it immediately as our aim is to stop the bullying continuing. All members of the school are respected and expected to respect each other. Our school is a caring, listening and telling school where everyone is valued.

Bullying, in any form, will not be tolerated at our school.

3 Definition

It is important to have an open and agreed definition of bullying in order to act upon and implement this policy. The Scottish Council for Research in education defines bullying as follows:

‘Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else. To do this, the bully has to have some sort of power over the victim, a power not always recognisable to the teacher.’

There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated often over a period of time.
- It is difficult for those being bullied to defend themselves.

Bullying can be direct or indirect and take many forms.

The main types of direct bullying are:

- Physical: for example hitting, kicking, or taking belongings.
- Verbal: for example name-calling, insulting, or racist, gender or sexist remarks.
- Emotional: for example spreading nasty stories, or excluding someone from social groups.
- Technological/cyber/online: for example inappropriate /hurtful comments through social media, texting, emails.

The main forms of indirect bullying are:

- Ignoring someone, leaving them out or not allowing them to join in a game.
- Spreading rumours, talking about you behind your back and saying things that are not true.

If two pupils have an occasional quarrel, disagreement or falling-out this is not bullying.

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4 Aims

We aim to:

- provide a safe and happy environment for all pupils;
- show that we are a caring school;
- respond to all cases of bullying immediately and consistently;
- investigate fully all cases of bullying, to assess the situation carefully and with fairness to all concerned;
- make the prevention and tackling of bullying a high priority within the school community with a clear commitment from the Headteacher, Governors and all staff;
- promote school values which reject bullying and promote co-operative behaviour in line with our School Code;
- involve the whole school community in implementing the school policy on bullying including families, Governors, pupils and all staff;
- use the curriculum to raise awareness of bullying; e.g. anti-bullying week
- encourage pupils to feel that they can tell staff if they are being bullied;
- provide good examples for pupils through the behaviour of adults in school and the use of older pupils as role models.

5 Entitlement

All children are entitled to be treated fairly, with due recognition of their rights and needs. We recognise that we have some children with specific special needs, for which this policy may not be entirely appropriate.

6 Responsibilities

Every member of the school community is responsible for implementing agreed policies and procedures in this area of school life.

7 Partnership with Parents

Bullying is everyone's problem. All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone.

We view parental involvement as a significant contribution to the overall aims of this policy. Parents will be informed of our Anti-Bullying Policy through the yearly distribution of the Anti-Bullying Code of Practice information leaflet and the Class Teacher will email parents to inform them when and what they are discussing in class about Anti-bullying. Parents will be fully involved in any appropriate discussion, action or sanction relating to their child as a result of any bullying incident.

8 Procedures

Incidents of bullying will be reported in written form to the Headteacher (or senior member of staff in their absence) using the bullying incident report form. All reports of bullying will be investigated. Staff members discuss the issue with all the children involved, encouraging the perpetrator to understand the consequences for the victim using a restorative approach to educate and support both victims and perpetrators. Findings will be noted, and parents informed.

If it is a friendship issue (not bullying)- activities to support the friends are instigated.

If it is a bullying incident a bullying log is completed, a decision on the response supporting both parties, where sanctions are needed we use the behaviour policy. The situation continues to be monitored until the case is resolved. Parents will be kept informed throughout the process.

Prejudice- related Incidents Monitoring form Surrey County council

Appendix 1 Prejudice Related Incident form

Appendix 2 Bullying monitoring log

9 Bullies and Victims

Bullying takes place where there is an imbalance of power of bully over victim.

This can be achieved by

- The size of the individual.
- The strength of the individual.
- A perceived weakness or vulnerability- i.e., ability to read, answer back.
- The numbers or group size involved.
- Anonymity through the use of cyber bullying, social networking or texts.

Provocative Victim- research shows that some children are provocative victims – this means that they actively seek responses from other, often using their own behaviours to incite a reaction from others to either bring attention to themselves or to get others into trouble.

Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise a concern or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs or disabilities.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Symptoms of bullying

Early signs that a child is being bullied could be:

- The child becoming withdrawn.
- A deterioration in the child's work.
- Erratic attendance or spurious illness.
- Persistently arriving late at school.
- General unhappiness or anxiety.
- The child wanting to remain with adults.

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Victims can become depressed, and this can continue into their adult lives.

Curricular approaches to anti- bullying

In dealing with bullying, we aim to:

- Raise awareness about bullying and the schools anti bullying policy.
- Increase understanding for victims.
- Teach pupils about their relationships with others through our curriculum.
- Teaching children to tell their 5 trusted adults or a friend.
- Teaching children to involve an adult if they see bullying happening.

- Raise self-awareness of own wellbeing in various situations

Our ethos underpins our curriculum and anti-bullying is taught using formal and informal approaches.

The more formal approaches included our PSHE/RSHE curriculum, using our themed weeks and through assemblies. Less formal approaches included circle times, and posters, visits from police and staff modelling respect for all, within lessons, inside the building and out in the playground.

Confidentiality

Confidentiality will be maintained at all times unless the safeguarding of the pupil is compromised.

Review and Monitoring

This policy will be monitored and evaluated by staff and Academy Council (Governors). The policy and / or procedures will, where necessary and appropriate be revised in light of any monitoring and evaluation.

If you are worried your child is being bullied, please speak to the school and they can give you advice on what to do at home and how they will be supporting your child at school

Together we are a **TEAM**

Thoughtful

Explorers

Awesome

Motivated

Document Management

Last Review:	September 2024	Review Period:	Annual
Responsibility of:	Head teacher	Ratified by:	Academy Council

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Prejudice Related Incident List of Children

Date	Time of incident	Staff member reporting incident	Type of prejudice	Incident	Perpetrator	Victim	Action taken

When did the incident happen? Please X		
Travelling to/from school	Between lessons	On school premises after school
On school premises before start of school	During break time	During lessons
During lunchtime	Away from school	Specify location:
Severity of Incident. Please X		
No offence was intended	Hurt or distressed caused, and pupil(s) responsible had previously been warned that their behaviour was unacceptable	
Hurt or distress caused, but offending behaviour unlikely to be repeated	Substantial hurt or distress caused and/or behaviour was based on substantial hostility and prejudice, and/or may be repeated	
Summaries what happened and who was involved including witness, participants, and bystanders		
Other relevant information(eg relationships between victim and perpetrator, risk of repetition, changes made, other agencies involved, SEN, attendance issues, possible trigger factors such as media.		
Action Taken tick all that apply		
Victim- related	Perpetrator-related	School related
Parent/ guardian informed Comfort and reassurance Buddying, peer support Counselling Restorative Justice Education on safety Referral to specialist Medical treatment Review date set Other:	Parent/guardian informed Apology to the victim Advice/ pastoral support Restorative justice Referral to senior teacher Disciplinary action Referral to specialist Fixed term exclusion Permanent exclusion Police informed Other:	Class/ peer group workshop Assembly item Letter to parent/ guardian Policy review Review of curriculum School campaign Staff training Initiative with local authority Other :
Form completed BY: Name	Position	Date

For advice and guidance on reporting and responding to incidents please refer to the prejudice- related incidents guidance notes at <http://www.surreycc.gov.uk/learning/teachers-and-education-staff/education-information-for-headteachers/>

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Confidential

Bullying Monitoring Log – to be returned to HT ,DHT or SENDCO

Date

Name Of Victim

Year group

Names of perpetrators (if known)

Names of staff who dealt with incident.....

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Brief details of incident (please refer to Policy for further information)

Brief details of action taken

Parents informed
Victim:
Perpetrator

Reported to local agency?
Local authority?



Appendix 3

Definition of prejudice

Incidents related to race, religion or belief, gender, sexual orientation, special educational needs and disability

Examples of prejudice- related incidents:

- Verbal abuse (eg name -calling, ridicule, comments, jokes)
- Verbal threats
- Damage to personal property
- Nonverbal abuse (gesture, mimicry, using pictures or objects)
- Physical intimidation or threats (eg expressed by gesture or physical proximity)
- Theft or extortion
- Cyber bullying (eg texting, email, Facebook)
- Physical abuse (eg hitting, pushing unwanted touching)
- Discriminatory/offensive graffiti
- Avoidance or refusal to interact
- Intimidation or threat with weapon
- Possession or display of discriminatory/ offensive materials (eg racist insignia or publications)
- Collusion with behaviour of others
- Physical assault with weapon
- Incitement(eg encouraging others to participate)
- Other discriminatory behaviour

Appendix 4

Advice to bullied children

We tell our children not to suffer in silence. This will be reinforced through general day -to day teaching and specifically through our PSHE curriculum. If children are bystanders to bullying we teach them to tell too.

During a bullying incident, children will be advised to:

- Try to stay calm and look as confident as they can
- Be firm and clear and look the bully in the eye and tell them to stop
- Get away from the situation as quickly as they can
- Tell an adult what has happened straight away

After they have been bullied, children should:

- Tell a teacher or other adult at school
- Tell their family
- Take a friend with them if they are scared to tell an adult by themselves
- Not to blame themselves for what has happened

When they talk to an adult the bullying, children should be clear about:

- What has happened to them
- How often it has happened
- Who was involved
- Where it happened
- Who saw what happened
- What they have done ready
- Encourage children to 'tell what they saw happening'