

Child Anti- bullying policy Kirk Smeaton C of E Primary School



October 2022 - This policy has been written by the Anti-bullying council, Anti-bullying lead teacher (SP) and the Head Teacher.

What is bullying?

Bullying is when a person or group of people hurt another person either physically, or emotionally. This can be in person, in word or on-line. Bullying is when this happens more than once and the person doing it is aware of its effect (that the recipient is upset or hurt by it).

Bullying is incidents that have happened repeatedly to one person.

An incident is a one-off action that is directed to a person/group. If incidents are repeated over time, then it is classified as bullying.

Prejudice

At Kirk Smeaton C of E Primary, we believe that every person is equal and deserves the same respect. Any behaviour which is considered to be homophobic, racist, sexist, disablist, ageist, atransphobic (or any behaviour/comments which are derogative towards LBTQ+ community) is addressed at source and within the school as a whole.

Examples of bullying (not exhaustive)

<u>Verbal</u>	<u>Physical</u>	<u>Written/on-line</u>	<u>Other</u>
Name calling	violence (hitting, kicking punching)	passing hurtful notes	ignoring or blanking/
Negative or derogative comments	continuous annoyance (tapping, flicking etc)	text/whatsapp/facebook/ snapchat comments (with or without persons knowledge Gaming (hurtful images/ avatars etc	leaving out
Lying/making up stories			Lying or making up false stories

Signs of Bullying within our school community

Any known incidents of bullying are tackled as early as possible to stop any reoccurrence.

Staff are all trained to look for signs of changes in usual behaviour of pupils, such as becoming shy or nervous, feigning illness, unusual absences, or change in concentration levels. There may also be evidence of changes in normal work patterns, such as sudden worsening of handwriting/presentation or more focus on doodling/drawing than usual. Staff are encouraged to record on 'cpoms' any unusual noticeable changes to inform any future incidents/intelligence.

Staff at Kirk Smeaton are also quick to gather any intelligence about issues between pupils which might provoke conflict and develop strategies to prevent any bullying occurring. Incidents are also recorded and tackled as early as possible using a variety of strategies which individual teachers and TA's within each class may decide upon, as deemed suitable to their particular children. (This is discussed further under the heading 'Curriculum') Incidents which are more extreme will be recorded and investigated alongside the Head Teacher, SLT, Pastoral Lead and parents where necessary.

All children at Kirk Smeaton are encouraged and made to feel confident about speaking to a trusted adult if they are worried about bullying in any way, shape or form.

Key Questions which may be asked of the child who approaches an adult or the child who has been accused:

We use a simple format within school for supporting both the child/children who have been upset and supporting the child/children who has caused upset to another/others. Adults are trained to not ask leading questions, to allow the child to speak and to record any responses given in the child's voice. Children who have **been upset/hurt** will be offered an opportunity to discuss what has happened and share their feelings with a member of staff. They will receive reassurance that things will be investigated, offered continuous support, given strategies to move forward and helped to restore self-esteem and confidence. Similarly, the child who has **caused upset to another**, will also be given an opportunity to discuss what happened, explain how/why they became involved, listened to and offered strategies to change/apologise.

All staff at Kirk Smeaton carry a card with their school ID which contains **restorative questions** as a guide to be asked in the instance of bullying/upset being brought to them. These include (but are not exhaustive):

Responding to those harmed:

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

Responding to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did/said?
- In what way have they been affected?
- What do you think needs to happen next?

Hot Spots around school where bullying could occur un-noticed

Staff at Kirk Smeaton are also alerted to potential 'hot spots' around school where there could be increased incidents of bullying which could potentially go un-noticed. To reduce the potential of incidents in such areas, staff and class members of the '**Anti-bullying Council**' are made aware of these and regularly monitor them. These include (not exhaustive):

- Toilets
- Cloakrooms
- Corridors

- Behind trees and buildings/sheds in the playground
- Small group intervention areas
- Book corners/library areas

Curriculum

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHCE, RE, Seal programme, collective worship, assemblies, story time and subject areas, as appropriate, in an attempt to eradicate such behaviour. Adults speak with children on a regular basis to support friendships and provide guidance and perspective to all incidents. We ask that parents support children at home and where cases are reported to them, parents use the questions below to gain the full details of the situation. We use a suggestive list of questions which parents may also find useful when speaking to their child and this can be communicated to the parent(s)/guardian(s) if appropriate.

Key questions to ask your child when they report an incident to you.

- What happened?
- How did you react/ What were your actions?
- What did you say?
- Were you doing what you should have been?
- Was the other child upset?
- Did the other child have a friend to play with?
- Did you tell a member of staff and what did they do?

How bullying or incidents which could lead to bullying are dealt with in Kirk Smeaton school

As soon as an incident has been reported to an adult in school (either by a child/children or another adult), the adult will speak to the appropriate people and identify what happened by talking to all of the people involved (separately or together depending on the situation). This aim is for such a conversation to occur as soon as possible (usually within the day or if necessary, the next morning). The adult will spend some time talking through the incident with the children involved (using strategies and questions listed above) and all details will be recorded (in the child's voice).

If appropriate, and the incident is deemed as being able to be immediately reconciled, then the conversation will ensure that feelings are understood by both parties, apologies made and, if needed sanctions given. All incidents and conversations will be recorded straight away on Cpoms and passed onto other adults as required.

At Kirk Smeaton school, children are taught a simple way of resolving issues.:

- T-** Tell an adult in school
- A-** Ask the person who has upset you to stop
- S-** Speak to parents/carers and say what school have done.
- K-** Keep an eye on it.

And in the case of cyber bullying:

T- Tell an adult in school

A- Ask the person who has upset you to stop

S- Speak to parents/carers and say what school have done.

K- Keep an eye on it.

BLOCK the person. We would advise all parents to check the security and parental settings on all devices.

Children as advocates of 'Anti-bullying' at Kirk Smeaton

As well as the ethos and values of our school being reinforced generally throughout our curriculum and wider curriculum, Kirk Smeaton also believes that our children should play a part in overseeing the running of certain areas within school. It is for this reason that at Kirk Smeaton, members of every class are given the opportunity to also belong to several '**councils**' within school. In these councils, members meet regularly (at least once per half term) to discuss and address key issues affecting our school community.

Anti-Bullying Council

The council meets at least once per half term (more regularly if necessary). The overall aim of the council is to provide members to have a voice and be active participants in working to raise awareness of and take steps towards combatting bullying as much as possible within our community.

There are representatives from each class in the anti-bullying council (at least 2 from each mixed year group). In general, their job is to ensure information and education about bullying is passed to all pupils (what it is, how to identify what is bullying and what is banter, what to do if anyone feels they are being bullied, the variations of bullying, who they can talk to and the steps they can take if it occurs).

Alongside of this, the council members themselves take part in training (The Diana Award) and are often the main creators of any 'anti-bullying' initiatives within school, such as delivering assemblies to pass on information, identifying vulnerable hot spots and or children who may be affected, creating posters and visuals around school and generally highlighting our 'Anti-bullying' message across school.

Examples of work conducted by the 'Anti-bullying' council include the following:

- Anti-bullying poster competition open to the whole school annually (winning entries have their posters printed and displayed through school)
- Anti-bullying powerpoints and assemblies delivered to pass on the message
- Cyber bullying focused on and how to combat this both at school and at home shared regularly in assemblies and via slides and powerpoints which are sent to teachers to share within class
- Participation in available training (Anti-bullying members travel to the training events in the local area and disseminate to the wider school community)
- A 'Buddy Bench' which is located in the main playground for lonely/worried/isolated children to sit at and be joined by a council member who will listen, help and advise them
- Class representatives of the 'Anti-bullying' Council are also visible via posters in each classroom and members are assigned to 'watch out' for any incidents and/or lonely children at playtimes.

The 'After effects' of bullying incidents

We are very aware at Kirk Smeaton, that once an incident of bullying has been 'dealt with', it is important to still be vigilant and that there may still be **repercussions to both parties**. It is for this reason that we have in place further support which is continued after the incident(s).

In many cases, children are unaware of the extent of the hurt which may have been caused by their actions even after an apology has occurred. The following is taken into account:

- pupils who have bullied will be confronted with the pain, hurt, upset which their actions have caused. Staff always remain vigilant and keep a check on both parties
- where it is felt to be appropriate, both parties may be brought together with a mediator and asked to express their feeling (this will not be appropriate if any lingering resentment is obvious, or one party is unwilling)
- it will be made clear that a line has been drawn under the issue and that a fresh start begins now. It is important to allow children to have fresh starts. Parents are asked to be positive about this process and allow time for all parties to learn from their mistakes.
- We ask for parents to update the school on any future incidents.

Actions if incidents continue and are classed as bullying:

We at Kirk Smeaton believe that **no school** can ever say that it is free from bullying. It is important that we remember this and to be vigilant at all times. There will unfortunately be some incidences of bullying that are not rectified. In the event of consistent and repeat offending, it may be necessary to undertake the following actions:

- Official warnings to cease offending
- Exclusion from class
- Detention
- Exclusion from certain areas of school premises
- Fixed term exclusion
- Permanent exclusion.

Whilst it is hoped that incidences which result in the above consequences are rare, it is important to note that such extreme issues will be dealt with in this manner.

Policy links

- Incidents involving staff will be dealt with using the Code of Conduct.
- There may be times when incidents are linked to the child protection policy.
- This policy will be used with the school's discipline procedures

(October 2022 – SP/HC)

