



**KENTISH TOWN CHURCH OF ENGLAND PRIMARY  
SCHOOL**

*“Learning & Enjoying Together”*

**ANTI-BULLYING POLICY**

**A WORKING DOCUMENT FOR ALL OF US**

**PUPILS SHOULD BE TAUGHT THAT THEIR ACTIONS AFFECT THEMSELVES  
AND OTHERS. TO CARE ABOUT OTHER PEOPLES FEELINGS AND TRY TO  
SEE THINGS FROM THEIR POINT OF VIEW**

**THIS POLICY LINKS TO: ARTICLE 6: YOU HAVE THE RIGHT TO BE ALIVE,  
ARTICLE 30: YOU HAVE THE RIGHT TO YOUR OWN CULTURE, LANGUAGE  
AND RELIGION AND ARTICLE 32: YOU HAVE THE RIGHT TO BE  
PROTECTED FROM HARM.**

**Reviewed: Ed Taylor March 2017**

## **ANTI-BULLYING POLICY**

### **Introduction**

Our Anti-Bullying Policy is one of a number of PSHE & C (Personal, Social, Health & Education & Citizenship) policies, which support the school's ethos and curriculum. This policy has been produced to work alongside other policies whilst providing specific information, with regard to children, about this aspect of school PSHE & C. It shares particularly close links with the schools Positive Behaviour Policy, Inclusion Policy, Race Equality Policy and the online safety (e-safety) policy.

### **Rationale of our policy**

At Kentish Town CE Primary School, we nurture and encourage a climate where all children feel safe and confident. Through the curriculum and ethos of the school we promote the spiritual, moral, cultural and emotional development of each child. Throughout their school life, we seek to prepare children for the responsibilities and experience of adult life. We do this by reinforcing positive behaviour and providing a caring and responsive attitude to their needs. This is implicit in our 'Vision Statement'

### **Definition**

At our school, we define bullying as "repeated intimidation of a (child) that is deliberately carried out in order to cause physical or emotional harm." This bullying could take the form of:-

- verbal taunts and threats. These may include name-calling regarding individual characteristics, including ethnic origin, nationality, colour or sexual orientation, disability.
- name calling or teasing another child about their parents
- shoving/pushing or physically harming
- offensive graffiti
- looks, including intimidating looks, staring or offensive facial or body gestures
- homophobic name-calling
- exclusion from games and groups
- making fun of other children's work
- making fun of customs, music, accent or dress
- Cyber - All areas of internet ,such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology , i.e. camera & video facilities
- Writing unkind notes about people in class and passing them around
- Deliberately blocking people's path, e.g. slamming doors in people's faces.

### **Our children can let us know if they are being bullied by:-**

- ✓ writing down or drawing what has happened
- ✓ telling any adult who works in the school
- ✓ talking to their parents about anything that has upset them
- ✓ put a note in the 'Bully Box' at the bottom of the stairs in the main entrance
- ✓ Talking to a Playground Buddy or Peer Mediator

- ✓ Speaking to an adult at one of the various stations in the playground.
- ✓ Speaking to their House captain
- ✓ Writing in Peer Mediator book

**At Kentish Town CE School we all aim to:**

- respect and value other people, their property, beliefs, feelings, work and abilities
- directly teach children about positive behaviour as part of the PSHE & C curriculum
- deal with all matters in a sensitive and, where appropriate, confidential manner
- deal with incidents of bullying behaviour immediately
- be aware and considerate of the situations of both the victim and the bully
- listen to the children and hear their points of view
- develop children's self-esteem and empower them to confront and deal with issues independently e.g. (teach them to say "stop it, I don't like it!")
- be good role models to the children
- listen to parents' concerns and worries and deal with the matter in an appropriate manner
- deal fairly and consistently with all reported incidents of conflict and bullying and inform parents about any action taken in view of their concerns. It is vital that there is follow-up action as this will further help reduce continued incidents of bullying
- complete class bullying record sheets when incidents arise
- be in charge and maintain order so that everyone benefits from a positive environment
- correct bullying behaviour in a way that avoids humiliation
- work for repairing and rebuilding attitudes and relations through resolution

**Working with Parents**

Our children need your confidence and understanding. This can be gained by :

- ✓ listening to your child and let us know of any small worries
- ✓ trusting your child but bear in mind that s/he may not give you the full story and may use emotive language ("S/he just beat me up")
- ✓ working with the school to ensure your child achieves high standards of behaviour and letting your child know what is expected of them. All children will all be made aware of their class and the school rules
- ✓ not telling your child to "hit back" at school. We are committed to showing them other ways of sorting out difficulties and arguments, if you are not happy with the way things have been resolved or discussed, please let us know.

**SIGNS OF BULLYING MAY INCLUDE:**

- ✓ Quietness at the end of the day and reluctance to discuss their day
- ✓ Bedwetting or sleeplessness
- ✓ Reluctance to come to school
- ✓ Loss of appetite
- ✓ Unusual or strange behaviour or moodiness
- ✓ Disinterest in their school work or home life
- ✓ Nail biting or nervous habits
- ✓ Becomes withdrawn anxious, or lacking in confidence
- ✓ Cries themselves to sleep at night or has nightmares

**Stages of Action taken by the school**

Depending on the nature of the incident, a reported and/or witnessed incident of bullying would initially be dealt with by the class teacher and/or the senior meals supervisor. The incident would be discussed with the children to ensure that both parties fully understand the seriousness of what has occurred. Attempts would be made to understand why the incident arose and appropriate action taken. This might include some or all of the following:-

- ✓ keeping the perpetrator in at playtimes/lunchtimes. They will be asked to repair and rebuild in line with the school's Positive Behaviour Policy.
- ✓ writing a "sorry" letter and given to the victim
- ✓ the school speaking to both sets of parents or carers regarding the incident as appropriate.
- ✓ Possible detention/suspension/exclusion

**Procedures to deal with serious persistent bullying**

If the incident is particularly severe, staff may refer an incident to the headteacher, deputy head/SENCO, or Assistant headteacher. The matter will be discussed informally, involving both sets of parents/carers if appropriate.

- If the situation persists the Headteacher will be informed of all incidents and will meet with the perpetrator(s) and victim(s). A clear verbal warning will be given to the perpetrator(s) of possible action if another incident occurs. The victim will be made aware of ways in which a further incident will be brought to the attention of staff. Attempts will be made to repair and rebuild relationships. Children will be seen separately and then together.

- If there is a further incident, parents /carers of the perpetrator(s) will be notified verbally by a senior member of staff. A log of incidents will be organised for the child. This will be done in partnership with parents/carers of the victim with whom the senior staff member will meet. The class teacher will monitor the behaviour of the perpetrator, logging any incidents and speak to the senior staff member as necessary.
- If bullying persists parents/carers of the perpetrator(s) will be asked in writing to attend a meeting at the school with the Headteacher. Possible action will be discussed and agreed with parents/carers, this might include:-
  - exclusions from lunchtimes or playtimes
  - lunchtime detentions
  - withdrawal of privileges
  - internal exclusion from class(see also appendix I, Positive Behaviour Policy)

Parents/ carers of the victim will be advised of action to be taken.

If bullying continues in spite of action taken, the school will pursue a policy of fixed-term exclusion, with serious and persistent bullying possibly resulting in permanent exclusion.

Records are kept in respect of serious and repeated cases of bullying and regular reports are given to governors. These records may include:-

- bully box notes
- handwritten notes of incidents by members of staff from both the playground and the classroom co-ordinated in files (incident forms) and playground books kept in the staff room
- children's individual record logs
- incidents reported to the LA
- reports to governors

### **What about the perpetrator?**

We aim to encourage the child to admit, acknowledge, apologise and atone by:

- explaining what is expected of the perpetrator, referring to our agreed school rules
- rewarding achievement when behaviour changes and praise
- having agreed procedures followed and making next steps clear to the child and the child's parents if the bullying is serious
- teaching and modelling correct behaviours

### **What about the victim?**

We aim to support, protect and reassure by:

- setting in motion the agreed procedures including consequences
- working with our parents
- encouraging them to talk about their feelings

- teaching them coping strategies for low-level bullying
- reviewing their situation regularly

## Prevention

Here at Kentish Town, these are some of the ways we actively seek to prevent bullying:

- each class have a Right's Respecting Class Charter which is created by the children and adults in that class. The charter will contain rights which include, both explicitly and sometimes implicitly, anti-bullying themes/messages. These articles may include - Article 15 'you have the right to join groups and clubs, as long as they are not harmful to others' and Article 19 'You have the right to be protected in both body and mind'.
- writing stories or poems or drawing pictures about bullying during Friendship/Anti-bullying Week
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters

## Role of the Anti-Bullying Co-ordinator

It is the policy of the school to have a named Anti-Bullying Co-ordinator. This is the Deputy Headteacher . He/she will:

- Oversee the anti-bullying policy and review it every year
- Give the issue of bullying a high profile across the school including holding a Friendship Week/Anti-Bullying Week every year.
- Attend training and feedback to staff
- Take into consideration the views of children through school council
- Provide resources and training to the school community
- Co-ordinate issues which arise and to keep everybody informed
- Meet with the Head teacher regularly to discuss class bullying records
- Deal with or delegate bully box issues as they arise
- Keep up-to-date with current practice
- Liaise with the SENCO re: the co-ordination of provision in the playground involving peer mediators, playground buddies and lunchtime monitors.

We ask children to always tell someone if they feel bullied it is not possible to help unless somebody knows what is happening.

**Written by: Calvin Henry, April 2005**

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