



Knights Templar Community Church School and Nursery

Work at it with all your heart

Head Teacher: Mrs Laura Weaver, BA Hons QTS

Anti-Bullying Policy

<i>Date Approved by the Headteacher</i>	<i>Review Period</i>	<i>Date to be reviewed</i>
<i>October 2025</i>	<i>Bi-annually</i>	<i>October 2027</i>

Introduction:

As a church school, we believe that everyone should be treated fairly and with respect, with equality of opportunity and positive attitudes. We strive to create a safe, stimulating environment where everyone's spiritual and moral beliefs are nurtured. In approving this agreement, the governors have considered their responsibilities to achieve these aims and the School's Christian foundation.

We believe that bullying behaviour is totally unacceptable. We believe that when bullying is challenged effectively children continue to feel safe and happy. Through our procedures, policies and actions we demonstrate that we are a school that cares, a school that listens. We have an effective measured response that enables pupils to learn good social skills with emotional literacy; kindness is at the heart of our school.

Aims

In our school:

- all children and adults should feel safe
- all children and adults are to be treated fairly, with respect and dignity
- reports of bullying behaviour will be treated seriously, investigated and followed up
- all children are educated to understand the difference between bullying and one off or isolated events

The Nature of Bullying

Bullying is generally accepted to be:

- the calculated and deliberate intention to hurt someone else
- repetitive "So they never leave you alone." (School Council Quote)
- difficult for victims to defend themselves against – the bully finds something about the victim they can exploit

Bullying can take many forms:

- physical – hitting and punching, kicking, pinching, spitting, hair pulling, roughness in games, taking or damaging belongings
- verbal – name calling, insults, making offensive remarks, including any remarks about someone's physical appearance, disability, race, religion or sexual orientation
- indirect – spreading nasty stories about someone, deliberately and frequently excluding someone from social groups, leaving people out of games, making someone the subject of malicious rumours

It has been defined as "the purposeful selective desire to psychologically control a situation so that another person is hurt." (Bill Rogers)

Name calling is the most common direct form of bullying. Pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability. They can also be called such names as 'boffin' or 'swot'. (See the Equal Opportunities Policy).

'Bullying – don't suffer in silence' states that in primary schools, most bullying takes place in the playground. Both boys and girls bully others and children who bully others can come from any kind of family, regardless of social class or cultural background. Usually one pupil starts bullying a victim, but other pupils may be present.

A bully looks for a target and finds something about the victim they can exploit. A non-assertive response to bullying comments or gestures (the victim looks upset, worried, fearful etc.) lets the bullies know that they have succeeded. Bullying has to be confronted if it is going to stop.

As a school, we recognise that there are many reasons children may get involved in bullying, such as: feeling powerless, low self-esteem, trying to get admiration and attention from friends, fear of being left out if they don't join in, not understanding how someone else is feeling, taking out their angry feelings, a culture of aggression and bullying or being bullied themselves.

We provide support for both the bully and the victim of bullying to ensure that behaviours change.

Children's Attitude to Learning

Children's understanding of bullying varies with age. Young children may confuse bullying with any 'nasty experience' and part of the school and parent's role will be able to help them understand what bullying is.

As children mature they become more able to recognise bullying as being something different from one off incidents. Children will always be encouraged to report incidents of bullying and all incidents will be taken seriously.

Involving Parents

Parental support is crucial for the success of our Anti Bullying Policy. Parents are always informed about any concerns the school has about their child's behaviour and similarly the school takes seriously any concerns about negative behaviour or bullying that parents bring to our attention.

If parents are concerned about bullying their first point of contact should be their child's class teacher and the teacher should:

- recognise that the parent may be angry or upset
- keep an open mind – bullying can be difficult to detect, and a lack of staff awareness does not mean that the bullying is not happening
- make it clear that we are very concerned and that something will be done
- explain the agreed procedures and policy and ensure that these are followed

The class teacher will always contact the parent concerned to let them know how the incident has been dealt with.

If a parent feels that the class teacher has not dealt with the incident adequately then they will be referred to the Head Teacher or the Deputy Head Teacher.

Curricular approaches

The Curriculum should be used to raise awareness about bullying and the Anti-Bullying Policy. Pupils should be taught how to manage their relations with others constructively. Improving social skills can include the teaching of conflict resolution and stress management. Issues about bullying can be addressed in subjects such as English, Drama, Religious Education, PHSE (SEAL) etc. Understanding for victims can be increased and children can suggest ways of dealing with bullying and what can be done to prevent it.

Co-operative work helps children to learn to work together on shared tasks, helping one another and managing conflicts within the group.

Circle Time creates a safe place to explore issues of concern, allow children to focus on their own feelings and those of others and teach them to tolerate others' views.

Recognising Signs of Bullying

Any child can be bullied and although none of these characteristics can excuse it, certain factors can make bullying more likely:

- lacking friends in school
- being shy
- an over-protective family environment
- being from a different racial or ethnic group to the majority
- being different in some obvious respect
- having special educational needs or a disability
- behaving inappropriately, intruding or being a "nuisance"
- possessing expensive toys

Victims may be reluctant to attend school. They may be more anxious and insecure than others, having fewer friends and often feeling unhappy and lonely. They can suffer from low self-esteem, looking upon themselves as failures.

Pupils' understanding varies with age. Infants may confuse bullying with fighting and nasty experiences; juniors develop a more mature understanding. The school will take action despite any difficulties in identifying bullying in 4 to 7 year olds.

Families are told about bullying more often than teachers, but in some cases teachers and parents need to take steps to uncover it. When victims do tell teachers or parents, the outcome is generally positive, but victims, having told someone, need help and support and must be taken seriously.

We want children to tell us if they have a problem with bullying behaviour and what they say will always be taken seriously.

Procedures for Dealing with Reported Incidents of Bullying:

- *never ignore suspected bullying*
- *listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth*
- *do not make premature assumptions*
- *keep a record of the behaviour (recording on the CPOMS system)*
- *keep written records of conversations with parents concerning any incidents of bullying*
- *if investigations indicate that bullying is taking place, the Head Teacher or Deputy Head Teacher should be informed*
- *the class teacher and/or Deputy Head Teacher will speak to the children involved, separately in the first instance*
- *the child being bullied will be supported – initially, he or she will be encouraged to be assertive and to speak firmly to the bully, “Stop doing that. I don’t like it.”*
- *teachers will seek ways to boost the self esteem of the bullied child*
- *the bullying child will be told to stop the behaviour, and it will be made clear that the victim will report any further incidents*
- *the children can be brought together if appropriate and a plan of action agreed*
- *the children will have a few days to put the plan into action and a date made to meet again to discuss progress*
- *if this is successful, the children will be monitored regularly, by the class teacher or senior leadership team, to ensure that matters have been resolved – this will involve speaking to the child being bullied and the bullying child*
- *Where there is persistent or violent bullying, with bullying children not responding to preventative strategies, then parents will be informed and asked to come into school, a plan of action agreed or a sanction applied*

When a case of persistent bullying is referred to them, senior leaders should:

- *ask for details and record the information*
- *keep records of conversations with parents*
- *speak to the children involved, as outlined previously*
- *make appointments with both sets of parents to explain actions and find out if the bullying has stopped*
- *follow up with staff and children to ensure that the appropriate action has been taken and that the school policy has been implemented*

Sanctions will be applied fairly and consistently. They will include:

- *“time out” from the class*
- *withdrawal of break or lunchtime privileges*

- withholding participation in any school trip or sports events that are not an essential part of the curriculum – loss of treats
- fixed term exclusion

Where other strategies do not resolve the problem, permanent exclusion may be considered, especially in the most serious and persistent cases and where violence is involved.

Bullying outside the school premises

Schools can now take action when instances of bad behaviour or bullying off the school premises are reported to members of staff. It is clear that bullying can take place outside the gates or on the journey to and from school. **Children must still be encouraged to tell someone.** A range of steps will be taken:

- talking to the local police about problems on the streets
- talking to the Head teacher of another school whose pupils are bullying off the premises
- mapping safe routes to school and discussing them with parents and children
- talking to children about how to avoid or handle bullying outside the school premises
- the application of sanctions outlined above

Online bullying

Online bullying (along with all other forms of bullying) of any member of the school community will not be tolerated. The school will follow procedures in place to support anyone in the school community affected by online bullying. Pupils and staff are made aware of a range of ways of reporting concerns about online bullying. This may be by; telling a trusted adult, Online bully box, Childline App and phone number 0800 1111, POSH helpline 0344 381 4772. Pupils, staff and parents and carers are informed of their responsibilities to report any incidents of online bullying and advised to keep electronic evidence. All incidents of online bullying reported to the school will be recorded by the school. The school will follow procedures to investigate incidents or allegations of online bullying. The school will take steps where possible and appropriate, to identify the bully. This may include examining school system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police. Pupils, staff and parents and carers will be required to work with the school to support the approach to online bullying and the school's Online Safety ethos. Sanctions for those involved in online bullying will follow those for other bullying incidents as indicated in the schools Behaviour Policy or AUP and may include:

- the bully being asked to remove any material deemed to be inappropriate or the service provider being contacted to remove content if the bully refuses or is unable to delete content
- internet access being suspended at the school for a period of time.
- the parent and carers of pupils being informed

- *the police being contacted if a criminal offence is suspected*

Please see the Online Safety Policy for further information.

Monitoring and Evaluating the Policy

The Head Teacher and class teachers, through the following methods will monitor this policy:

- *Checking incident logs*
- *Talking with pupils during circle time, PSHE work and especially during Anti Bullying Week and Internet Safety Day*
- *Conducting sampling surveys with children*
- *Playground observations*
- *Informal discussions with members of staff, parents and children*

The policy should be reviewed on a regular basis and modified as necessary.

Related Policies

The Anti-Bullying Policy should be read in conjunction with the following documents:

- *Supporting Positive Behaviour Policy*
- *Home School Agreement*
- *E-Safety Policy*
- *SEND Policy*
- *Child Protection and Safeguarding Policy*

Appendix 1

Bullying – information for parents and families

Bullying behaviour includes:

- *name calling and nasty teasing*
- *threats and extortion*
- *physical violence*
- *damage to belongings*
- *leaving children out of social activities deliberately and frequently*
- *spreading malicious rumours*

Most definitions of bullying consider it to be:

- *deliberately hurtful*
- *repeated often over a period of time*
- *difficult for victims to defend themselves against*

Parents and families have an important part to play in helping the school to deal with bullying.

1. *Discourage your child from using bullying behaviour at home. Show how to resolve difficult situations without using violence or aggression. The School has information on various approaches to conflict resolution.*
2. *Ask to see the school's anti-bullying policy.*
3. *Watch for signs that your child is being bullied or is bullying others. Contact the school if you are worried.*
4. *Encourage your child to tell someone if they feel threatened in any way or have been subjected to any of the behaviours outlined.*

If your child has been bullied

- *talk to your child about it calmly*
- *make a note of what your child says – who was involved; how often the bullying has occurred; where it happened; what has happened*
- *reassure your child that telling you about the bullying was the right thing to do*
- *explain that any further incidents should be reported to your child's teacher*
- *make an appointment to see your child's teacher*
- *tell the teacher about the problems your child is experiencing*

Talking to teachers about bullying

- *try to stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident*
- *be as specific as possible about what your child says has happened – give dates, places, and names of other children involved*

- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school – let them know if things improve as well as if problems continue

Teachers and parents can teach children how to stand up to bullies in an assertive way. Learning to be assertive is a skill that needs to be practised, emphasising, for example, how to look assertive rather than aggressive, how to think and feel ‘strong’, how to use specific words and phrases to use to convey one’s rights, how and when to walk away.

Children will not always have an adult protector to help them. When children start to talk, look, think and act assertively, they often feel better and convey strength of purpose. Children need to be ‘empowered’.

It is important that children tell an adult if they have witnessed a bullying incident, or suspect that bullying is taking place, both in school and also out of school when they may be playing with friends.

If you think your concerns are not being addressed

- discuss your concerns with a governor
- make an appointment to see the head teacher
- if this does not help, ask to see the Complaints Procedure
- contact local or national parent support groups for advice

If your child is bullying other children

Children sometimes bully others because:

- they don’t know it’s wrong
- they are copying older brothers or sisters or other people in the family they admire
- they haven’t learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings
- they are being bullied themselves

To stop your child from bullying others:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy
- discourage any members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how to join in with other children without bullying
- make an appointment to see your child’s class teacher; explain about the problems your child is experiencing; discuss how you and the school can stop your child from bullying others
- check with your child how things are going at school on a regular basis
- give your child lots of praise and encouragement when he or she co-operates or is kind to other children