

Hollinhey Primary School



Anti-bullying Policy

inc Cyber Bullying, Homophobic Bullying & Racial
Incident procedure

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HOLLINHEY PRIMARY SCHOOL

ANTI-BULLYING POLICY

Aims of this Policy:

- To contribute to a child's spiritual, emotional, social, moral and physical development
- To develop positive approaches and attitudes to the diverse needs of others and enable children to become responsible and active members of our diverse society.
- To eliminate all forms of bullying including prejudice-driven bullying

What bullying is and isn't

Bullying is when the same student is repeatedly and deliberately harmed. The victim finds it difficult to defend him or herself against the perpetrator/s. There is an imbalance of power. The victim is the same student who is subjected over and over again to mean and hurtful actions by others. The purpose of bullying is to hurt, harm and cause distress. A victim may be physically weak, timid or might be new to a class with no circle of friends to support him or her. Children who do not share similar characteristics with their peers, for example their race and culture, their sexuality or their educational ability, can also be victimised through bullying.

Sometimes children hurt each other by accident. A fight or falling out between two children of equal strength and status is not bullying. When such incidents arise the school will deal with these in line with our behaviour policy.

To make things clear to the pupils we use the acronym STOP as a guide an actions and a solution. E.g.

STOP= Several Times On Purpose

STOP= Stop it, I don't like it (the Anti-Bullying Code/Phrase)

STOP= Start Telling Other People

What do we know about bullying?

Bullying harms children and is not 'a rite of passage' to adulthood. Research shows that bullying in childhood diminishes the victims' ability to cope in difficult situations. This is why at our school, we take extensive measures to both prevent and tackle all forms of bullying.

Bullying can be:

Direct – physical, name calling, teasing, mocking

Indirect (Hidden) – spreading rumours, negatively influencing the way others think about a victim, cyberbullying

A bullying situation doesn't just involve a bully and a victim. 'Bystanders' to bullying can either join in with the bullying (assistants and reinforcers) or stand on the side-line and do nothing (silent approvers).



Prevention

At Hollinhey we use the KiVa Bullying Prevention Programme to help prevent all forms of bullying. The programme was developed in Finland and has been used in the UK since 2012. The programme has been shown in large scale studies to be highly effective in reducing bullying in schools.

The KiVa 'curriculum' is taught to all classes in Key Stage 2 (years 3-6). Each lesson lasts for approximately 45 minutes and is delivered once a month. During lessons the children typically learn about respecting others, including everyone, how to function in a group and how to help someone who is being bullied. The lessons are complimented by the KiVa computer game where students go into a virtual school and practice anti-bullying actions. The goal of the curriculum work is to educate students about their role in stopping bullying. Instead of being 'silent approvers' or 'assistants to the bully', children start to support the victimised child, developing a shared sense of responsibility within the class. At the end of each lesson, each class develop and agree on an anti-bullying class rule.

In Key Stage 1 we follow the KiVa strategies and messages. We teach lessons related to friendships and anti-bullying.

Tackling bullying incidents

Hollinhey has a dedicated task force to tackle bullying, the 'KiVa Team'. The team consists of three adults in school who have been specially trained to tackle bullying incidents. For 2022 - 2023 the team are Mrs Clough, Mrs Massey, Ms Marshall-Clarke and Mrs Cusick.

When a parent or student reports a case of bullying the KiVa Team will decide if it is bullying or a conflict or fight between children. (Screening Form A).

All cases that fulfil the criteria for bullying are dealt with in a systematic way by the KiVa Team and all children involved will be spoken to individually. (See KiVa flowchart and process in Appendices)

After this, all those children who were involved in the bullying (not the victim) meet together as a group where they agree on how they will change their behaviour. Support for the victim is also identified during their meeting with the KiVa Team. Follow up discussions with all students take place after an agreed amount of time to make sure that things are improving for the victim.

All adults at the school have received basic awareness training about bullying and will report any concerns to the KiVa Team.

Parents of all those involved in a bullying situation are notified by the KiVa Team. However, discussions are primarily held between adults at the school and the students.

All incidents and reports are uploaded to C-POMS and categorised as to the nature of the incident. The Kiva Screening form will be uploaded, even if it is not deemed Bullying by the KIVA team.

Guidance:

STAFF

- To ignore is to condone. Listen carefully and, if necessary, make a note of the incident.
- All staff to be aware of the times and areas, when and where bullying could happen e.g. cloakrooms; toilets; areas of the playground.
- Offer the victim immediate support and help.
- Ensure all pupils are aware that there are consequences to any anti-social behaviour and that incidents will be dealt with and the consequences made visible if necessary.
- Make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully.

- Stress that it is the “behaviour” and not the pupil that is unacceptable.
- Try to support the bully in changing the behaviour, by using practical, attainable targets.

PUPILS

- Children need to know and use “The Anti-Bullying Code”
 1. Tell them -“Stop it I don’t like it!”
 2. Tell someone else about how you feel (friend / adult / parent etc)
 3. Tell someone again if necessary



What to do if someone is being bullied:

- When someone is being bullied, take action. Watching and doing nothing can suggest support for the bully.
- If you see someone else being bullied, tell an adult. (do not try to intervene)
- If you witness severe bullying (e.g. physical violence) then inform an adult immediately.

PARENTS

- Watch for signs of distress in your children, e.g. unwillingness to attend school, headaches, illnesses, missing personal items, requests for money, damaged clothes etc.
- It may be manifested as stomach pains, sleeping problems and tiredness.
- Listen when they talk to you about their social life, eg. friends, playtimes, walking to and from school.
- Do not assume all they tell you is “bullying”. Bullying is persistent / repeated anti-social behaviour.
- If you think your child is being bullied, inform the school immediately, using the Kiva screening form which you can find on the school website.
- If necessary, keep a written record.
- Do not encourage your child to “hit back”. It may make matters worse and not be in your child’s nature. Instead, encourage your child to make friends.

Examples of strategies for staff:

- Ensure that children can differentiate between “telling tales” and telling about bullying.
 - Telling tales – deliberately getting someone into trouble without any positive outcome.
 - Telling about bullying – helping someone.
- Ensure that children can identify between ‘bullying’ and falling out or arguing with their friends (peer conflict).
- Is the bullying a compensatory activity? E.g. no friends, academically poor, etc.
- Use drama lessons for social skills work, eg. Bullies and Victims (name-calling, how do others feel?) Dealing with anger and frustration.
- The “bully” will need 1:1 work e.g. work on empathy / choices etc
- Use Social Stories or similar if appropriate
- Let the “bully” and victim talk together, if appropriate, with a teacher present. Restorative practices to be used by trained adult so as not to escalate the situation.
- Discuss the “bully’s” aggression / behaviour with his/her parents / carers.
- Praise good behaviour in the bully.
- Give appropriate responsibility to the bully.
- Use the curriculum for opportunities to counteract stereotyping and prejudice, eg. cultural, racial, social, body image, sexual orientation - homophobic bullying etc.
- Make sure adults and older pupils are modelling good behaviour. We need to monitor our own behaviour rigorously to set good examples.
- Any damage done by the bully must be redressed as soon as possible.
- All children in school need to understand what bullying is, and its consequences.



Working with pupils who are victims

- Let the victim and their parents/ carer know there will be a determined effort to stop the bullying.
- Help him/her restore his/her self-esteem and confidence, eg. write down good things they think about themselves, especially those to do with the curriculum.
- Make sure that the victim does not believe that the bully is right.
- Take his/her mind off the bullying by helping master a new skill or by joining a new group, eg. Art Club / chess club / Eco Club / Sports activity etc.
- Help establish victim in a new peer group for play etc.
- Ask older pupils to be supportive.
- Ensure victim has an adult contact.
- Establish a nurture group with a trained adult e.g. Circle of Friends, Positive People etc
- Give self-protective strategies:
 - Ensure children know the Anti-Bullying code
 - Talk through individual strategies for that child
 - Rehearse strategies e.g. keeping calm and walking away
 - Stay with the group
 - Stay calm – walk away quietly but confidently
 - Always tell someone; Don't be ashamed
- Ensure regular follow up after intervention has finished.

Working with the child showing bullying behaviour

- Discuss with the parents / carers the issues
- Determine if there are issues at home that could be causing the behaviour
- Let the child and their parents know what the school plans to do
- The school will put in place appropriate strategies depending on the needs of the child e.g. Behaviour Chart / IBP / Positive People Group etc
- Refer to outside Agency if appropriate – Bullying Prevention Co-ordinator Cheshire East LA
- Ensure regular follow up after intervention has finished.

Reporting to Governors:

Any bullying incidents will be reported to Governors via the Headteacher's termly report.

Review:

This policy will be reviewed annually.

Related Policies:

Behavioural Policy and Behaviour Code / E-Safety/ Equal Opportunities / Racial Equality / Complaints/Child on Child Abuse Policy

Related Reading:

Bullying - Childline - Childline Coping With Bullying - ChildLine.org.uk

Bullying UK: Bullying advice

KiVa International – KiVa





Screening form for suspected bullying cases



To be filled out by the adult who is the first to know about a (suspected) bullying case

Please tick the relevant bullet points.

1. Date when bullying was reported:
2. The person (include name) who is reporting bullying:
 - ◆ the victim
 - ◆ peer of the victim
 - ◆ victim's Parent or Carer
 - ◆ teacher/staff member
 - ◆ someone else
3. Bullied student _____ Class: _____
4. What type of suspected bullying behaviour has occurred? Please give concrete examples about situations.

5. How many times has this occurred? _____
6. When was the last time this occurred? _____
7. How long has this suspected bullying been going on? _____
8. Students who have actively taken part in suspected bullying:

Name _____ Name _____

Name _____ Name _____

Name _____ Name _____

Signed by person completing this form

..... **Da**

To be filled out by KIVA Team Only the cases of continuous bullying are further directed to the KiVa team to tackle.

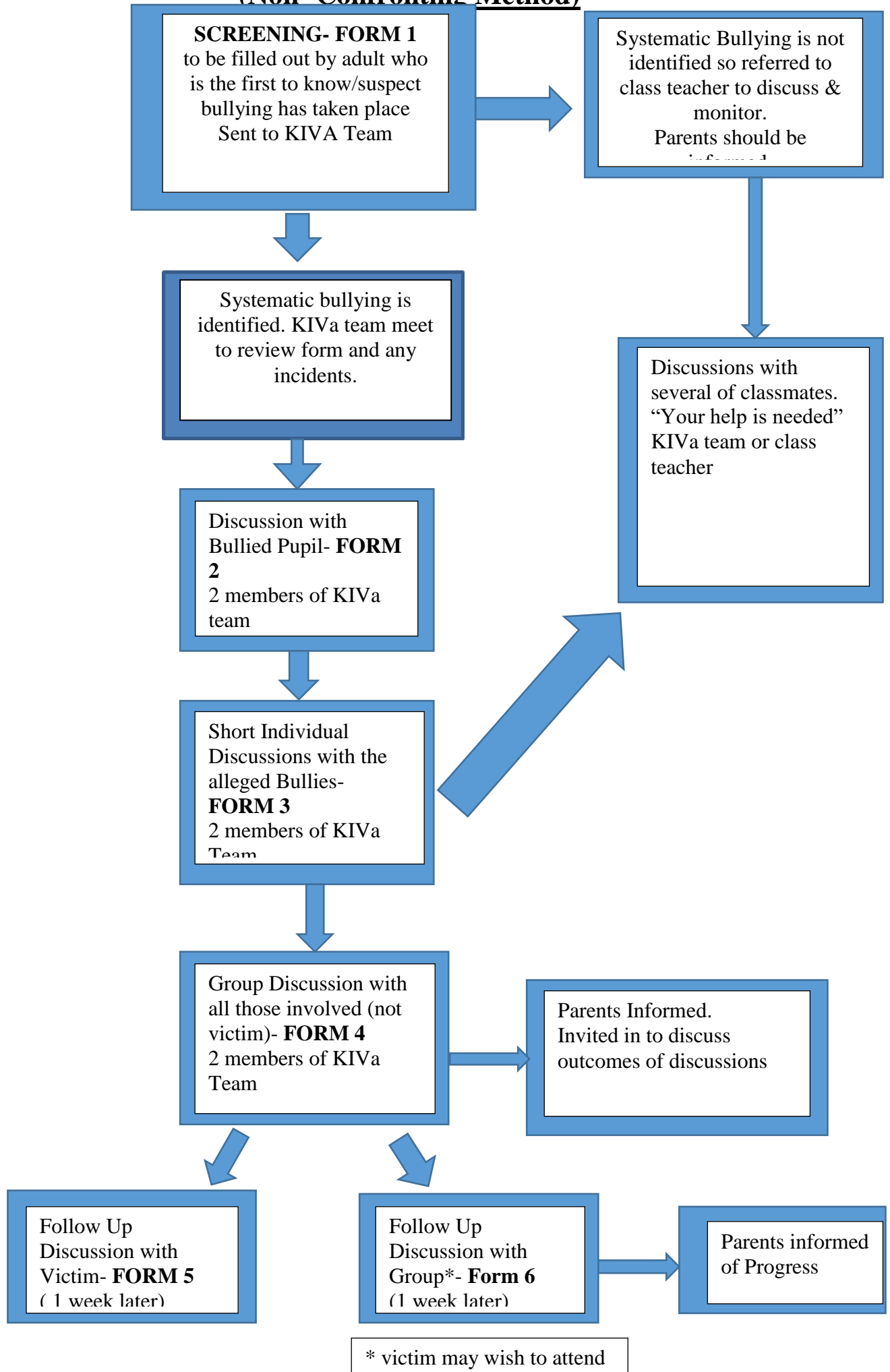
9. On the basis of the information acquired this is:
 - ◆ a conflict or a fight between children
 - ◆ hurt feelings due to misunderstandings
 - ◆ continuous bullying
10. Action regarding the case:
 - ◆ Classroom teacher discusses with the students who have taken part in behaviours mentioned, and, if necessary, informs their parents.
 - ◆ The behaviour and conduct of individuals is to be monitored by the Lead Behaviour Specialist.
 - ◆ The KiVa team to investigate further and carry out the KiVa Bullying Protocol.

Signed:

Date:

Appendix B: KIVA Anti-Bullying Indicated Actions

(Non- Confronting Method)



FORM 2: Meeting with Victim

- Victim describes events including the form the bullying has taken
- To hear the victim's side of the story and their perception of it
- The adults show that they are on the victims side and that they will put an end to the bullying
- The follow up meeting is scheduled for 1 weeks' time
- The victim knows that something is being done and who to go to if things do not get better

FORM 3: Short Individual Meetings with alleged Bullies

- 5-10 minutes each- a surprise. No chance for collusion between group
- To let them know the teachers are aware of the case that someone is feeling bad
- To agree that things have happened and cannot feel good
- To get the pupil to suggest what they could do about it to make a positive impact
- To agree to this & follow up meeting scheduled if just one person involved

FORM 4: Group Discussion with alleged Bullies (if more than one involved)

- Same day as individual meetings
- Together as a group to strength decisions they have already made individually with the KIVa team
- To recognise concern and to commit to working together
- The follow up meeting is scheduled for 1 weeks' time

Parents of those involved to be contacted at this point as the focus is on the pupils rather than parents dialogue with child being passive. When course of action has been set, then parents could be invited in or if after the follow-up phase, the bullying has not stopped.

FORM 5- Follow up with Victim

- Has the bullying stopped?
- Has the situation changed for the better?
- Nothing justifies bullying but how could the victim help the situation to stay positive?
- What do you think should happen next?

FORM 6- Follow up Group discussion

- All pupils who have taken part previously
- Bullied pupil may want to attend
- Has the bullying stopped?
- To ensure they have stuck to the agreements made (and commended if they have)
- Acknowledgment that the change is permanent, bullying has stopped and will not start up again
- How can we make sure that bullying will not start up again?
- Execute sanctions if bullying has not stopped

Parents should be informed of results of follow up meeting and if bullying has not stopped, then bullies' parents brought in to discuss the matter & the sanctions.