



BERKSWELL ANTI-BULLYING POLICY

'Inspiring Children All Shine'

Berkswell is a KiVa School

In order to have a consistent and thorough approach to our anti-bullying policy, we have adopted the KiVa programme. Children receive regular lessons from the KiVa programme about being a good friend and standing up to bullying. A comprehensive interview and recording process is available for serious incidents of actual bullying whereby the KiVa lead questions bully, victim and witnesses separately and works with them to create a plan for moving the situation forwards to happier conclusion. The KiVa theory and practice is embedded into school life and intertwines closely with our Christian ethos and values.

Our aims

As a school we aim to provide a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

This policy aims to produce a consistent school response to any bullying incidents that may occur. There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying.

In particular, section 89 of the Education and Inspectors Act 2006.

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils
- Gives Headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff. For the full legal requirements see the DFE 'Preventing and Tackling Bullying' document. We aim to ensure that pupils are aware that their bullying concerns will be dealt with sensitively and effectively.

We:

- Encourage the caring and nurturing side of children
- Work for a caring, co-operative ethos throughout school
- Discuss friendships and bullying through "Circle time" and PSD (Personal and Social Development) opportunities across the curriculum and within class, phase and whole school assembly
- Promote diversity and equality
- Raise issues through class / school council
- Discuss non-violent and assertive strategies

- Promote creative / enjoyable playground activities and ensure adequate supervision
- Positively encourage caring and discourage bullying
- Share policy and practice with parents and all within the school
- Work with outside agencies

With regards to bullying: The DFE (Department for Education) defined bullying in its 2014 key guidance document 'Preventing and Tackling Bullying' as: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally" As a school, we do not label a child as a 'bully', but rather recognise the behaviour as 'bullying behaviour'. In school, following input from the children, we have adopted the acronym S.T.O.P to support our understanding of what bullying is: 'Several Times On Purpose'.

Bullying may be for a variety of reasons and the reasons may not be immediately obvious. It may be related to:

- Age
- Gender, race, ethnicity, religion or culture
- Ability, Special educational needs or disability
- Appearance or health
- Circumstances e.g. young carers, social background
- Sexual orientation
- Sexual harassment or sexism

Bullying can take the form of:

- Physical (hitting, kicking, pinching, theft)
- Verbal (name calling, racist, sexist or homophobic remarks)
- Material (theft, extortion)
- Indirect (spreading rumours, tormenting text messages/emails, malicious use of social media)
- Social exclusion
- Cyberbullying

Bullying is behaviour that is meant to be hurtful, and which happens on a regular basis making it difficult for the person concerned to defend themselves. There is usually a power difference between the perpetrator and the victim. The school works hard to ensure that all pupils know the difference between bullying and simply "falling out". For a more extensive and detailed set of descriptions please see the 'Preventing and Tackling Bullying,' document.

The role of teaching and support staff

- Berkswell is a 'KiVa' school. All stakeholders follow the KiVa ethos and the systematic approaches used to tackle bullying in schools.
- Teachers use a range of methods such as circle time, art, drama and role play alongside the KiVa curriculum which helps prevent bullying and establish a climate of trust and respect for all. They aim to help pupils understand the precise definition of bullying, to consider the feelings of all those

involved in a bullying situation and to practise the restraint required to avoid lapsing into bullying behaviour.

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers keep robust and thorough records of all incidents that happen in their class using the school KiVa proforma. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the 'KiVa Team'. These key figures in school follow a rapid and rigorous process which first helps establish whether the situation is actually bullying, and then tackles the issue through a combination of supporting the victim and placing responsibility on those committing the bullying actions to make a difference.
- The Headteacher is made aware of all incidents of bullying and once initial discussion have taken place with the children involved, we then invite the children's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies, such as the Educational Welfare Service.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

The role of the pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, or witness bullying. We also use the acronym S.T.O.P to support the children in understanding what to do if they experience bullying: 'Start Telling Other People.'
- Through the KiVa process, pupils (if involved directly in a bullying situation), are encouraged to facilitate the rebuilding of positive relationships rather than isolated by blame.
- Pupils are involved in telling us their views and helping us deal with a range of school issues, including bullying, for example through Class discussion and School Council. (School council will not discuss specific instances or individuals.)

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher is the lead member of the KiVa team and is thus involved in cases of bullying within school.

- All records are held centrally by the Headteacher in order for them to be monitored and entered on the Bullying Log so that any patterns of behaviour can be identified. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy at Governors' Meetings.

- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour is wrong.
- The Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of parents

It is a statutory requirement that all schools have an anti-bullying policy. However, school action alone cannot guarantee success and so it is important that parents and school work together. We advise that you do not inadvertently “give permission” for bullying by making remarks such as, Go hit them back, Don’t be a wimp, Boys will be boys, It’s part of growing up, You must learn to look after yourself. Parents should share any bullying concerns with school at the earliest opportunity.

In the first instance approach the class teacher, informally to discuss your concerns and possible ways forward. These will be followed through. Make an appointment to have a ‘follow up’ meeting. After the first informal meeting, staff will note your concerns using the KiVa proforma and the date for follow up meeting in diary; they will then inform the KiVa team.

They in turn will inform other staff including support, admin, lunchtime and part time members of staff; speak with all the individuals concerned to gain a picture of the behaviour causing concern and give support. The alleged bullies will need to be clear that their behaviour is unacceptable and why, what can be done to improve matters and the sanctions imposed if matters do not improve.

The support should also include help to ensure that the ‘victim’ has strategies should he/she feel uncomfortable in any situation, e.g. places to feel safe and calm, self-assertive strategies. The teacher will monitor and log carefully any subsequent related events and follow these up.

If parents feel that the bullying behaviour is continuing despite these strategies being implemented, they should contact the Headteacher.

If after going through the above process a parent still feels that further action should be taken they should make a formal approach to the governors. The concern should be raised in writing and addressed to the Chair of Governors, c/o the school. This would then be investigated by the governors and the Chair of Governors would inform the parents of actions and outcomes. If parents feel that they wish to make an official complaint about the issue, or the procedure they may do so in writing addressed to the Chair of Governors, c/o the school.

The complaint procedure would then be followed. If issues cannot be addressed within school, at stages 1 -4, then the DFE can be informed.

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in school, and any incidents of bullying that do occur will be taken seriously, and dealt with appropriately.

- The governing body monitors incidents of bullying that do occur. The governors require the school to keep accurate records of any incidents of bullying, and the Headteacher to report to the governors termly about the effectiveness of school anti-bullying strategies.
- A parent who has concerns with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body will acknowledge any concern immediately and then respond formally within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Headteacher and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

Policy Review

This policy is the governors' responsibility, and they review it regularly. The Headteacher will analyse information for patterns of people, places or groups and use this to inform policy and procedural updates. This policy will be reviewed Governing body, and School Council and through parental consultation in line with the school's cycle.

Review date: Summer 2026

In everything, treat people the same way you want them to treat you; for this is the meaning of the Law of the Prophets. (Gospel; Matthew 7:12)