



## KNIGHTSBRIDGE SCHOOL

### Anti-Bullying Policy

This policy was prepared with reference to guidance:  
*Preventing and Tackling Bullying (Ref: DfE-00062-2011),*

*Safe to Learn: Embedding anti-bullying work in schools (Ref: DCSF-00656-2007)*  
and previously *Bullying: Don't Suffer in Silence (Ref: DfES 0064 2000).*

For more details, see the Pastoral Care, Child Protection, Behaviour & Discipline and PSHCE Policies. This policy applies to the whole school, including the EYFS.

This Anti-Bullying Policy is made available to all parents of pupils and of prospective pupils via the open forum of the school website and, on request, in writing from the school office.

### 1 Definition of Bullying

- 1.1 Bullying is defined as: *Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.*
- 1.2 Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging or emailing, sending offensive or degrading images by phone/internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours
- 1.3 At Knightsbridge School, we teach children how to avoid initiating hurtful behaviour, even where there is no bullying intent. The most common forms of bullying are verbal intimidation and social exclusion and we recognise that many children may experience this at some period during their school career.
- 1.4 Bullying can be:
  - Emotional/Indirect: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity, or malicious rumours, e-mails or text messages.
  - Physical harm or its threat: pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing property;
  - Verbal: name-calling, sarcasm, spreading rumours, teasing.
- 1.5 This policy covers all types of bullying including:
  - Bullying related to race, religion or culture;
  - Bullying related to special educational needs (SEN) or learning difficulties/disabilities;
  - Bullying related to appearance or health conditions or physical disabilities;
  - Bullying related to home circumstances;

- Sexist or sexual bullying;
- Bullying of school staff, whether by pupils, parents or other staff;
- Bullying related to homophobic attitudes or sexual orientation;
- Cyber Bullying (social websites, mobile phones, text messages, photography and email).

1.6 Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school is required to report their concerns to their local authority children's social care.

## 2 Aims

2.1 Knightsbridge School is committed to providing a caring, friendly, safe and secure environment for all of our children so they can learn in a relaxed and secure atmosphere, without anxiety.

2.2 Bullying is unacceptable at our school and will not be tolerated. We take it seriously and understand that it can have significant long term and permanent effects including psychological damage. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.3 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the minimisation of bullying in our school. We aim to help our staff and pupils to deal with bullying when it occurs but even more importantly to prevent it happening in the first place.

2.4 The KS Code states:

- I will remember to walk fast and not to run.
- I will treat others as I would like to be treated.
- If I have any worries I will talk to an adult I trust.
- I will remember that giving and sharing are the best feelings in the world.
- I will try not to let others feel lonely.
- I will remember how lucky I am and to do my best at everything.
- I will say nothing that will be hurtful to others.
- I will respect others and their possessions.
- I will try to do something creative everyday.
- I will remember "Healthy Body, Healthy Mind" at all times.

2.5 If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING School*. *This means that anyone who knows that bullying is happening is expected to tell the staff.*

2.6 All adult members of our school community should be vigilant to recognise where bullying is taking place, and deal with it thoroughly and with sensitivity.

2.7 Children and parents should be assured that they will be supported when bullying is reported.

2.8 Everybody has the right to be treated with respect. Bullying children need to learn different ways of behaving. Knightsbridge School has a responsibility to respond promptly and effectively to issues of bullying.

2.9 We must uphold the view that all children and staff should be able to work and play without any fear of being bullied by any other person. This type of behaviour is not tolerated and all accusations are to be taken seriously and dealt with.

### 3 Objectives

- To raise awareness of the school's expectations in terms of behaviour, to instil in all members of the school community a sense of caring and kindness for one another through the KS Code.
- To communicate effectively to all members of the school community the school's stance on bullying: Bullying at KS is unacceptable and it is taken seriously.
- To engage members of the school community in reaching a shared understanding of what bullying is.
- To communicate effectively to all members of the school community the school's policy and procedures and ensure that they are followed
- To promote an open atmosphere in which victims and witnesses know that it is right 'to tell' and feel safe to do so, acting immediately if there is any suspicion.
- To work with staff so that they can identify different sorts of bullying and know how to deal with cases sensitively, supportively and effectively.
- To work with children in a range of ways to equip them with social and emotional skills in order to reduce bullying and to be able to counter and deal with bullying.
- To support those being bullied and a framework within which those bullying others may recognise and reform their behaviour.
- To ensure that as a result of staff being respectful towards children at all times, children will internalise and model these human encounters and thus treat each other respectfully.
- To ensure that the adults in the children's world do not endeavour to diminish children so that they lose respect amongst their peer group but rather enhance them, so as to continue to develop their self esteem.
- To promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others.

### 4 Signs and Symptoms

4.1 A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins truanting;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;

- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions go "missing";
- asks for money or starts stealing money (to pay bully);
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is sitting on their own;
- is being left out of activity groups during lessons.

4.2 These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## 5 Procedures

5.1 Children are encouraged to report bullying incidents to staff. Staff should be alert to the possible warning signs in children which are indicated in paragraph 4.1.

5.2 The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.

5.3 Any bullying incident which occurs should be dealt with immediately by the member of staff who has been approached. All bullying incidents **must** be taken seriously and reported in writing to the class teacher of the bullied child to enable patterns to be identified.

5.4 Depending upon the seriousness of the situation, teachers are encouraged to adopt the following responses:

- talk privately with the offending individual(s);
- attempt to include an excluded child in lessons, perhaps by controlling the groupings;
- intervene to defuse a blatant act of bullying

5.5 If necessary, the class teacher will investigate the matter further, and seek to resolve the situation, as appropriate, in consultation with colleagues. This may involve counselling and support for the victim and dialogue for the bully. The conversations which result will highlight why the action was inappropriate; this awareness will help to change their behaviour and understand that they have no right to diminish the happiness of another. At this stage a clear, written account of the incident will be recorded and sent to the Head of Pastoral Care in order to enable patterns to be identified.

5.6 The written account should include: date, time of incident, factual details of incident and action taken. These are kept in one place by the Head of Pastoral Care in order to enable

patterns to be identified.

- 5.7 If a child repeatedly bullies, the Head must be kept informed.
- 5.8 Punitive measures will be used as appropriate and in consultation with all parties concerned.
- 5.9 The Head should be informed in all instances and should be consulted when it is considered necessary for the parents of the children to be involved via a meeting with Staff. In extreme cases, the Head will take the lead role in managing this disquiet experienced by all parties.
- 5.10 If necessary and appropriate, police or RBK&C Family Services will be consulted.
- 5.11 If parents report to you that a child is being bullied then this should be dealt with immediately, as above.
- 5.12 Bullying should be seen and dealt with in the context of our overall Behaviour and Discipline Policy.

## **6 Outcomes & Sanctions**

*Please see the Behaviour and Discipline Policy and the Exclusion Policy.*

- 6.1 If possible, the children will be reconciled after the incident/incidents have been investigated and dealt with. Each case will be monitored to ensure repeated bullying does not take place.
- 6.2 It is important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this might be the case the child engaging in bullying may need support as well as the victim.
- 6.3 The bully/bullies may be asked to genuinely apologise. Other consequences may take place.
- 6.4 In serious cases, temporary and even permanent exclusion will be considered, especially in cases of severe and persistent bullying.
- 6.5 After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 6.6 Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

## **7 Preventative Measures and Helping Staff to Deal with Bullying**

- 7.1 Staff will be trained to identify and deal with bullying through school INSET and regular staff meetings. Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

- 7.2 Staff meetings will include the point 'Children Causing Concern' in order to raise whole staff awareness of issues.
- 7.3 Staff will be continually watchful and available, especially at times or in places where bullying is more likely. They are trained to identify and should be alert to inappropriate language or behaviour.
- 7.4 All pupils are encouraged to tell a member of staff at once if they know that bullying is taking place. Staff should promote good behaviour and encourage the care of others.
- 7.5 The school takes bullying very seriously and, as part of the PSHCE syllabus, it is discussed in a variety of different ways.
- 7.6 We will use the following methods and educational elements for helping children to prevent bullying. As and when appropriate, these may include:
- referring to the KS Code and the Senior Code of Conduct;
  - writing a set of classroom rules
  - signing a behaviour contract;
  - writing stories or poems or drawing pictures about bullying;
  - reading stories about bullying or having them read to a class or assembly;
  - making up role-plays;
  - educational elements such as assemblies, projects, drama, stories, literature, historical events, current affairs etc;
  - having discussions about bullying, what it constitutes and why it matters.
- 7.7 Acknowledgement of the problem: bullying happens everywhere in our society, including the staff-room.
- 7.8 Establishing support mechanisms to help children who are being bullied. This could be an assigned group of staff or a group of children formed through a peer support scheme.
- 7.9 Working with Parents: although Knightsbridge School is not directly responsible for bullying off its premises, bullying does not end at the school gates.
- 7.10 Knightsbridge School finds ways to help those who are bullying change their behaviour. Punishing bullies does not end bullying. It is important to stress that it is the behaviour that is not liked, rather than the person.
- 7.11 Bullying often takes place in groups. Children have a choice of watching from the margins, joining in, trying to remain uninvolved or trying to help those being bullied. We acknowledge and reward children who help prevent bullying.
- 7.12 Support schemes that encourage children to make friends. Having friends is one of the best defences against bullying, but not everyone has the right social skills to make friends easily. Teaching assertiveness skills and confidence building to the class may be a way to help children make friends.
- 7.13 We have a buddy/shadowing system for introducing new children to Knightsbridge School.

7.14 Teachers support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

7.15 The school recognises the annual Anti-Bullying Week with one or more activities to highlight the importance of tackling bullying.

## **8 The Role of the Head**

8.1 The Head supports the staff in minimising bullying in our school. Incidents of bullying are taken very seriously and dealt with appropriately.

8.2 The Head implements the School anti-bullying strategy and ensures that members of staff are aware of the policy and know how to deal with bullying. The Head ensures that members of staff receive sufficient training to deal with bullying.

8.3 The Head ensures that all children know that bullying is wrong, and that it is unacceptable. The Head draws the attention of children to this fact at suitable moments.

8.4 The Head 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 less likely.

8.5 The Head monitors bullying, and reviews the school policy regularly. The Head keeps records as required.

## **9 The Role of Parents**

9.1 Parents who are concerned that their child is bullied or is bullying, should contact their child's class teacher immediately.

9.2 Parents have a responsibility to support the school's Anti-Bullying Policy and to encourage actively their child to be a positive member of the school.

9.3 Parents have a responsibility to be particularly vigilant about the use of mobile phones, email and social networking sites as cyber bullying is more likely to take place beyond school.

## **10 Monitoring**

10.1 Where incidents of bullying have occurred, the Head or Head of Pastoral Care will follow-up within two weeks and again within the following half term to ensure that there are no repeat incidents.

10.2 The Head of Pastoral Care will undertake an audit of 'hot spots' in the school to identify areas and times where children feel vulnerable or at risk. This will take place annually as part of our pupil questionnaire.

## 11 Sources of Information

- DFE Guidance – *Preventing and Tackling Bullying (2011)*
- DCSF - *Safe to Learn: Embedding anti-bullying work in schools*
- DCSF - Anti-bullying pack '*Don't Suffer in Silence*'.
- ChildLine in Partnership with Schools (CHIPS) - 020 7239 1000  
[www.childline.org.uk/schools.asp](http://www.childline.org.uk/schools.asp)
- Kidscape [www.kidscape.org.uk/professionals/professionalsindex.shtml](http://www.kidscape.org.uk/professionals/professionalsindex.shtml)
- The Anti-Bullying Alliance [www.ncb.org.uk/aba/](http://www.ncb.org.uk/aba/)
- Teachernet [www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/)
- Ofsted -Report – '*Bullying: Effective Action in Secondary Schools*'.  
[www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3235](http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3235)

**Reviewed by:** Olivia Burton (Deputy Head Academic)

**Date:** January 2012

**Approved by:** Magoo Giles (Head)    **Signed:** \_\_\_\_\_    **Date:** \_\_\_\_\_

*This policy will be reviewed annually.*