

Kings Court First School



Anti-Bullying Policy

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Our School Vision

'To provide a safe, caring and stimulating environment where each child will recognise and achieve their full potential, so that they can make their best contribution to society'.

Statement

Bullying is defined as deliberately hurtful behaviour, which is unprovoked, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are: **physical** (hitting, kicking, theft); **verbal** (name calling, racist remarks, homophobic language); **indirect** (spreading rumours, excluding someone from social groups). Bullying is not simply two children falling out with each other.

Bullying in any form, by anyone, will not be tolerated at King's Court First School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community. Everyone has the right to feel safe and happy in school and in the playground. We believe in eradicating bullying without victimising the bully. Victims will be confident that support will be given and action will be taken against bullies.

In line with the Equality Act 2010, it is essential that our school aims:

- To promote the well-being of all pupils based on trust between all members of the school community. It is everyone's responsibility to prevent bullying from occurring
- To offer an environment free from verbal, physical and cyber bullying (e.g. social media) abuse and to provide an education free from humiliation and oppression where everyone has the chance to partake in the social and educational opportunities offered by the school
- To report and record all instances of bullying
- To promote a "whole school" approach, where signals and signs are identified and swift and effective action is taken
- To teach pupils to recognise how others feel and treat others how they would like to be treated

Types of Bullying

'Keeping Children Safe in Education' defines the types of bullying under the following categories:

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Prejudice-Based/ Discriminatory Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

To address the years of unfavourable treatment experienced by some groups, The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Sex
- Religion or belief
- Sexual orientation

Child on Child Abuse

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. This term has been changed from 'peer on peer' to highlight that this type of abuse can happen to children of differing ages.

Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children. It is important to note that this can be taken on in the form of bullying in any of the above categories. All staff have been trained on child on child abuse through their statutory safeguarding training. Further details can be found on the school's safeguarding policy.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Curriculum

At King's Court, we believe in tailoring education based on the needs of the children in our community. Whilst we do follow PSHE schemes such as Jigsaw and My Happymind, we also work hard to tailor personalised and purposeful topics to share in assemblies, key stages and part of our circle times. We also work with our local Police Community Support Officer to re-enforce key topics including hate crime and discrimination.

Within the Jigsaw PSHE Curriculum, they are taught about and exposed to families and communities from a range of different backgrounds which allows them to learn and understand different people who live in our community. This encourages celebrations of differences and tolerance of others. It also has a specific unit of work that teaches them explicitly about 'anti-bullying' through the relationships strand of the scheme.

King's Court First School participates in Odds Socks Day annual event by the Anti-Bullying Society.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Responding to Bullying

All cases of alleged bullying will be reported to the Headteacher or senior member of staff. In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff will first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Headteacher (or senior leader) will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation.

Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents will be recorded. Parents of both parties will be informed. If the situation does not improve, the Headteacher (or senior leader) will meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved.

Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action will be taken until the bullying has stopped.

Encouraging a bully free school

The school encourages a bully-free environment by:

- Being an Attachment Aware Gold School
- Using positive behaviour management strategies
- Having clear expectations of high standards of behaviour
- Acknowledging children doing the right thing
- Giving public praise
- Working as a team, in partnership with parents

Further information can be found in our Behaviour Policy. To view the policy, please follow the link below:

<https://primarysite-prod-sorted.s3.amazonaws.com/kings-court-first-school/UploadedDocument/2423a8d5-f0a9-4f9a-878e-f50de02413ce/behaviour-for-learning-policy-2024-2025.pdf>

Relevant Guidance and Advice

[Preventing and tackling bullying \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115122/preventing-and-tackling-bullying.pdf)

[Cyberbullying Guidance | Childnet](https://www.childnet.co.uk/parents/cyberbullying-guidance/)

[Anti-Bullying Alliance](https://www.anti-bullyingalliance.org.uk/)