

Kind Kids and Anti-bullying Policy

St Agnes C of E Primary School



Approved by:

Last reviewed on: September 2022

Next review due by: September 2023

Kind Kids Policy

Mission Statement

'Learning together in God's Love'

We are an inclusive Christian family, who **'Learn Together In God's Love'** with mutual respect, tolerance and kindness. ***We treat each other as we would like to be treated (Matthew 7v12)*** this allows us to thrive in our education, friendships and journey through life. We are proud to say we are all equal.

Through the range of experiences we offer to all our pupils we encourage an understanding of the meaning and importance of faith and promote all the Christian Values. We particularly focus on Responsibility, Creativity, Forgiveness, Perseverance, Hope, Thankfulness and Friendship. These Christian values form the basis of our vision and are embedded throughout our school life and underpin all our teaching.

St Agnes is a small school that supports our community by providing an education of the highest quality within the context of Christian belief and practice. We work closely with our families to ensure they are fully supported and cared for

We expect everyone at St Agnes C of E Voluntary Aided Primary School to follow 'The Great Expectations' –

Be Safe

Be in the right place at the right time

Do your best

Handle your emotions

Use appropriate language

Cooperate

Respect everyone and everything

Purpose

- At St Agnes School we believe that every child matters and that they have the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and have an understanding of economic wellbeing. It is the duty of all in our school community to take a shared responsibility for valuing children, protecting them, promoting their interests and listening to their views.

Definition of a Kind Kid

- A "Kind Kid" is a child who is always well mannered, kind, helpful to adults and children and always follows the St Agnes Great Expectations.

Aims

- The aims of this Kind Kids Policy are:
- To ensure that pupils know what is meant by being a 'Kind Kid.'
- To encourage all children to be kind to each other at all times.
- To ensure behaviour issues are dealt with when they occur.

Guidelines

- Pupils will be taught how to act in an acceptable manner both inside and outside school.
- Teachers will take behavioural issues seriously and investigate any incidents thoroughly.
- Pupils will be encouraged to share any problems and adults will listen.
- Children who are unable to act within the Kind Kids ethos will be dealt with appropriately in line with the schools behaviour policy.
- All adults in our school community will be consistent in the way they deal with appropriate and inappropriate behaviour.
- Pupils, parents, staff and governors will be consulted on the Kind Kids Policy.

ANTI-BULLYING

- We aim to provide a safe environment for all our children, so that teaching and learning can take place in relaxed and secure surroundings. If an incident of bullying does occur, pupils should feel able to confide in an adult or pupil and know they will be supported by the whole school community.

What is Bullying?

- Bullying is behaviour which makes other people feel uncomfortable or threatened. It occurs persistently over a period of time and is carried out with purpose. One off incidents, although unacceptable, are not bullying.

It can take the form of;

- Physical bullying: pushing, punching, kicking.
- Verbal bullying: name calling, teasing, spreading rumours, derogative language including homophobic and transgender bullying
- Emotional bullying: being unfriendly, excluding, tormenting, making others feel different or undervalued.
- Racial harassment: may involve physical and verbal assaults, racist graffiti.
- Sexual harassment: may include physical contact, abusive comments or behaviour.
- Cyber bullying: may include the rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or

outside the school. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Who is involved in bullying and where does it take place?

- Bullying is widespread and can occur in any school. Bullies may be either sex or any age.
- Name-calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability.
- Schools are not directly responsible for bullying off their premises. **The head's duty of care to prevent bullying only applies within the precincts of the school.** However bullying can take place on journeys to and from school. The bullying may be by pupils of the school or pupils of other schools.

Cyber-bullying

- The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.
- Mobile Phones are allowed in school for **Year 6 children who walk home only. They are not to be used on the school premises and must be handed in to the office and switched off where they will be kept until the end of the day.**
- The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.
- If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds materials that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the materials as evidence of a breach of school discipline.

Bullying outside of school

This policy encourages pupils not to suffer in silence. Where a pupil tells of bullying off the school premises, a range of steps by the parents should be taken:

- inform the head of the school whose pupils are bullying off the premises;
- talk to pupils about how to avoid or handle bullying outside the school premises.
- inform the parents of the victims and arrange for them to be collected.
- inform the local police about the problem (if necessary seek a police presence at trouble spots)

Symptoms of Bullying

Teachers can play a crucial role in identifying when bullying occurs and need to be aware of the symptoms of bullying. Victims may:

- be reluctant to attend school and are often absent
- be more anxious and insecure than others, become withdrawn and lack confidence
- have fewer friends or withdraw from friendships and often feel unhappy and lonely
- suffer a drop in standards of school work
- suffer from low self-esteem and negative self-image, looking upon themselves as failures - feeling stupid, ashamed and unattractive
- stop eating, have nightmares
- have unexplained bruises, scratches, cuts
- start stealing or “losing” money and possessions
- show reluctance to go out at playtimes, asking for jobs or feigning illness
- ask to be sent home early or hang around school in order to leave late
- Victims may present a variety of symptoms to health professionals, including fits, faints, vomiting, limb pains, headaches, stomach aches, bed wetting, sleeping difficulties and sadness. Being bullied may lead to depression or, in the most serious cases, attempted suicide.

Developing a Telling School

Some children may find it difficult to report bullying. There remains amongst many the notion that ‘telling’ is wrong. Children who are being bullied may fear that any action taken may even lead to the problem intensifying. Others may feel embarrassed or ashamed about being bullied. The school employs several strategies to enable bullying to be uncovered including regular consultation with pupils:

- Clear and consistent rewards and sanctions
- Parental survey
- Pupil survey
- Parental consultations
- School’s Council meetings
- Buddies
- Circle-time activities
- PSHRE sessions
- Pastoral support
- Worry Wellies
- Staff Meeting with focused concerns regarding children highlighted on weekly briefings and key stage meetings
- Kinder Kids week
- Assemblies and collective worship
- Role play or drama lessons
- Pupil Chat

Curriculum

- Anti-bullying forms part of an overall strategy for Personal Social Health and Relationship Education, which aims to create an effective climate for learning and equip young people with skills and knowledge to prepare them for adult life. PSHRE

is taught as part of our topic based curriculum and is planned into the schools long term plans for every year group.

The curriculum can be used to:

- raise awareness about bullying and the anti-bullying policy
- increase understanding for victims, and help build an anti-bullying ethos
- teach pupils how constructively to manage their relationships with others
- through the curriculum it is possible to explore such issues as:
- why do people bully each other?
- what are the effects of bullying on the bullied, on bullies, and on bystanders?
- what can we do to stop bullying?

Preventative steps

- Co-operative Group Work
- Team Building
- Circle Time
- Circle of Friends
- Playground Buddies
- Befriending
- The Support Group Approach
- Mediation by adults
- Working with victims
- SEAL Assemblies: Themes such as friendship and the behaviour expectations
- Annual Kind Kids Week, celebrating being kind
- Praise and reward for cooperative behaviour e.g stickers, certificates and trophies
- Effective supervision at playtimes.
- Training for midday supervisors
- The provision of play equipment to reduce boredom and encourage positive play.
- Development of the school grounds to provide a safe and stimulating environment for all pupils.
- Extra curricular activities.
- Kindness Elves assemblies to celebrate being kind

Procedures when bullying takes place

Immediately

Pupils should feel able to tell staff when they are bullied. All pupils will be listened to, including those who have bullied others. Responses should be prompt and consistent. All children will be talked to separately about the incident.

Records

Members of staff will report bullying incidents and pass these on to the SLT to collate and monitor via CPOMS.

Next Steps

Where pupils do not respond to preventive strategies to combat bullying, the school will take tougher action to deal with persistent and violent bullying. Our Behaviour Policy sets out a range of clear sanctions to deal with unacceptable behaviour. The whole school

community knows what sanctions will be taken and that they will be fairly and consistently applied (see Behaviour Policy). This can and does include permanent exclusion.

Where serious violence is involved, the head teacher can permanently exclude a pupil with immediate effect and for a first offence. Appeal panels have been advised that they should not seek to overrule such a decision on appeal.

Involving parents

- Parental support is often a key to success or failure in anti-bullying initiatives. The majority of parents support anti-bullying measures and are keen to participate. Consultation is important, helping create an ethos in which positive behaviour is encouraged, and bullying considered unacceptable.
- However, a significant few do hold unhelpful attitudes saying bullying is an inevitable part of growing up and encouraging bullied children to 'stand up for themselves' rather than seek help. While understandable, this conflicts with the aim of our anti-bullying initiatives to encourage children to tell staff about bullying rather than try to fight back.

Parents reporting bullying

- Parents may contact school, often in some distress, to report that their child has been bullied. Their concerns will be taken seriously. Please see appendix 1 for how to report a bullying incident.
- The first point of contact for parents is the school office or a class teacher. All staff know the school policy and when to refer parents to the Head Teacher.

Parents of bullies and victims

- Our policy is to involve parents constructively at an early stage using a problem-solving approach in the first instance. Strong measures - including exclusion may sometimes be necessary. Comprehensive consultation, awareness raising and communication are the best preparation for such situations.
- Some claims of bullying may turn out to be false or exaggerated. However, whatever the victim's previous history, all claims of bullying will be treated seriously and not dismissed without further enquiries being made.

Role of the Class teacher

- recognising that the parent may be angry and upset
- keep an open mind - bullying can be difficult to detect, so a lack of staff awareness does not mean no bullying occurs
- remaining calm and understanding
- making clear that the school does care and that something will be done
- explaining the school policy, making sure procedures are followed
- Logging any issues, concerns or incidents on CPOMS

Role of the Headteacher

It is the responsibility of the Headteacher to implement the Kind Kids and Anti-Bullying Policy and to ensure that all staff are aware of the policy.

The Headteacher will:

- Report to the governing body about the effectiveness of the policy on request and will keep a record of bullying incidents and action plans.
- Ensure that all children know that bullying is wrong, and that it is unacceptable behaviour. This will be consistently drawn to the attention of children at suitable moments e.g. in assemblies, break times and through the PSHE curriculum. The Headteacher will ensure that staff receive sufficient training/information to be equipped to deal with incidents of bullying as appropriate.
- Ask for details and record the information of any incidents passed to the SLT.
- Follow up with staff to ensure that appropriate action has been taken and that the school policy has been implemented

Role of Governors

To participate in the development and review of this policy and monitoring its effectiveness across school.

- The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body will notify the Headteacher and an investigation into the incident will take place.

Legislative links

- Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014
- Power to tackle poor behaviour outside school The Equality Act 2010

Specialist organisations:

- The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.
- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

- Restorative Justice Council: Includes best practice guidance for practitioners 2011.

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Cyber-bullying and online safety

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.
- Digizen: provides online safety information for educators, parents, carers and young people.
- Internet Matters: provides help to keep children safe in the digital world.
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers
- The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBTQ+

- Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying
- EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity
- Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

- MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.
- PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

- Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
- Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.
- Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harrassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.
- Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Useful Telephone Numbers:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 7832187
Kidscape	020 77303300
Childline	0800 1111
NSPCC	0207825 2500

Conclusion

Our Kind Kids and Anti-bullying Policy and ethos helps to give a clear message that adults are prepared to listen to all children and to share some responsibilities with them to make our school a happy place to be.

This Policy to be reviewed annually.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Records of behaviour	Name D.O.B. Address Telephone Parental Details	Well-Being of Your Child Communication	All Staff (Where Necessary)	Initially Completed On Paper Then Entered Onto School's Information Management System Paper Version is Shredded	Held On File Throughout Child's Time At School Passed Onto New School When Moving Computer Retains Copy of Records in 'Archive'

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	

Appendix1

Parental Procedures for reporting incidents of bullying

1 - Discuss the incident with your child. Listen without getting angry or upset. Try to put your own feelings aside, sit down and actually listen to what your child is telling you. Show them you have listened by 'playing back' to them what you hear.

2 - Make a decision. Is this bullying? Is it unwanted, aggressive behaviour that involves a real or perceived power imbalance and is repeated over time? If so.....

Ask your child: How do you want me to take this forward?

3 - Reassure your child that it is not their fault.

4 Provide a written list of all the facts including: time, date, what happened, when and where it occurred, who witnessed it, anything your child did that may have provoked the incident, whether it was a one off or series of events.

5 - Follow the correct protocols for making an appointment at the school.

6 - Avoid accusing the school, aim to work together to find a solution. The school will have set procedures to follow for investigating concerns of this nature.

7 - Be patient: Allow the school time to deal with the problem.
Ensure clear actions are agreed upon at the end of your first meeting.

8 - Arrange a follow up meeting in a few weeks time to see how the situation is being resolved. Inform the school if anything else happens in between appointments.