



# ANTI-BULLYING POLICY

Policy Title	Anti-Bullying Policy
Approval Date:	Summer 2019
Review Date / Cycle	Every three years

## Aims

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere, based on the Sikh ethos. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils 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.***

## What is Bullying?

At Khalsa Primary we define bullying as deliberately hurtful behaviour, 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)
- indirect (spreading rumours, excluding someone from social groups)

Bullying results in pain and distress to the victim.

Bullying can be:	
Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focusing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology , i.e. camera & video facilities

## Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

At Khalsa we have a responsibility to respond promptly and effectively to issues of bullying. Our pupils are encouraged to report any bullying and given support to deal with it. All staff at Khalsa will be alert to the signs of bullying and act promptly and firmly against it in accordance with this school policy.

## **Objectives**

- All governors, teaching and support staff, pupils and parents will have an understanding of what bullying is.
- All governors, teaching and support staff will know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents will know what the school policy is on bullying, and what they need to do if bullying arises.
- As a school we take bullying seriously. Pupils and parents can be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## **Signs and Symptoms**

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:

- is frightened of walking to or from school
- begs to be driven to school
- changes his/her usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries himself/herself 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 which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- 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 afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

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

### **Procedures**

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. It will be passed on to the Vice Principal and Principal in cases of serious bullying.
2. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
3. All parties concerned will be interviewed separately, using the Behaviour Management Principles approach outlined in the behaviour policy and reproduced below. All incidents are recorded on pastoral record and racist incident form if appropriate and the Vice Principal and Principal are informed.
4. Parents are informed and asked to come in to a meeting to discuss the problem.
5. If necessary and appropriate, police will be consulted.
6. Class teachers and other appropriate staff are informed.
7. Sanctions are made and strategies to help the bully (bullies) change their behaviour are put in place and monitored. Each case will be treated individually with the specific aim to stop the behaviours with immediate effect.

### **Outcomes**

1. The person who has been bullied will have the opportunity to voice the impact of the bullying on them. The person doing the bully will have the opportunity to genuinely reflect and may be asked to genuinely apologise. Other consequence may take place.
2. If possible, the pupils will be reconciled
3. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
4. In serious cases, fixed-term or even permanent exclusion will be considered

### **Pupils who have been bullied will be supported by:**

- offering an immediate opportunity to discuss the experience with their teacher or member of staff of their choice reassurance that he/she has done the right thing
- offering continuous support
- restoring self-esteem and confidence

### **Pupils who have bullied will be helped by:**

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

## Prevention

As and when appropriate we will use strategies for helping children to prevent bullying, these may include:

- Agreeing school and class rules
- signing a behaviour contract and reference made to signed Home School Agreement
- 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
- having discussions about bullying and why it matters
- teaching children what to do if they are being bullied

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE (delivered through SEALS), circle times, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

## Monitoring, evaluation and review

The school will assess the policy's implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## Further links and support:

### DfE Resources

DfE Preventing and tackling bullying Advice for head teachers, staff and governing bodies May 2012

Make Them Go Away (a video resource about bullying involving disabilities)

Let's Fight It Together (a video resource about cyber-bullying)

## Specialist organisations

The Anti-Bullying Alliance	<a href="http://www.anti-bullying.org.uk">www.anti-bullying.org.uk</a>	
Beat bullying	<a href="http://www.beatbullying.org">www.beatbullying.org</a>	020 8771 3377
Kidscape	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>	020 7730 3300
Restorative Justice Council	<a href="http://www.restorativejustice.org.uk">www.restorativejustice.org.uk</a>	020 7831 5700
Changing Face	<a href="http://www.changingfaces.org.uk">www.changingfaces.org.uk</a>	0207 391 9270

## Behaviour management principles of approach at Khalsa

### General principles:

1. **Talking** cures a multitude of issues.
2. Always read very carefully, both the words and the body language of the children and give them time to tell you from their perspective what has happened
3. **Please don't shout: Shouting induces a 'fight or flight' response and the brain shuts down and cannot respond with reasoning nor rational thought. It often aggravates the situation and never solves anything.**
4. Shouting usually means a loss of control and is an outlet for the adult's anger. Find another way of expressing your anger after the incident (e.g. in the staff room, with a colleague, with Principal, – not with the children).
5. **Don't worry about taking time out** of 'content' in lessons to talk through understanding behaviour: learning doesn't happen unless the behaviours and attitudes are harmonious!
6. **Involve the parents as partners, with proposed solutions never just the problem**

### When talking through an incident:

- Find out from all parties, what happened, asking them separately.
- Jot notes so they can see you are recording what happened.
- Date the notes.
- After meeting separately, always meet them together and analyse the incident going through cause and effect. Cartoon drawings help to illustrate.
- If the stories don't match up, then ask them all to meet together and lead them through the points everyone agrees on – and praise them for being honest. The suggest there is more of the full truth waiting to become clear – and act out/talk through/the bits which they don't agree with.
- Decide on a plan of action which includes a sanction for the poor behaviour and a plan for a change of future behavior.
- Make sure the victim has a chance to explain how they feel to the perpetrator, and vice versa. With the apology make sure the children look each other in the eye and state both the apology and the way forward. The way forward is to change the behaviour.
- Inform the class teacher, KS leader, Vice Principal or Principal of the incident and decide together if the parent needs to be informed. Then talk the parent through the incident, what you did to resolve it, the sanction, and the forward plan.
- Log the incident in *Pastoral Records* & your own folder of *Incidents* and send a copy to KS leader, Vice Principal and Principal.