

Kingsbury Green Primary School
Anti-bullying policy
(Appendix of Behaviour and Motivation Policy)
Reviewed Spring Term 2019

Governors Responsible for Policy: Safeguarding Monitoring Pair	
Policy author: Head teacher	Review Period: every 4years
Governors to ensure provision & policy	Next review: Autumn 2024

What is bullying?

There are many definitions of bullying, but most have 3 things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

This is a definition of bullying that is easy for children to understand (Olweus 1991)

“A pupil is being bullied or picked on, when another pupil or group of pupils says nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way.

However if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.”

The effects of bullying

All forms of bullying are hurtful and may have a considerable effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and if offered no support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and duty to uphold the Public Sector Equality Duty (PSED). This includes

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously.

Monitoring of bullying

- The school monitors bullying very carefully so that instances are extremely rare.
Bullying includes: cyber bullying, prejudice based bullying relating to special educational need, sexual orientation, sex, race, appearance, religion and belief, gender reassignment or disability.
- Incidents of bullying are reported to school governors on a termly basis.

Strategies in use at our school in order to address bullying

We are vigilant for signs of bullying and always take reports of incidents seriously. We use the curriculum to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Preventative strategies:

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Bullying is discussed regularly in class sessions (e.g PSHE) and in assemblies. There is a strong focus on encouraging children to tell one of their “5 Trusted Adults” if they are sad or are worried about anything.
- Through the PSHE & RSE curriculum (Jigsaw) and e-safety / computing curriculum, children learn about healthy and respectful relationships in an age-appropriate way. They learn about **peer on peer abuse** and what respectful relationships look like.
- In an appropriate way children learn about
 - Gender roles, stereotyping and equality
 - Body confidence and self-esteem
 - Prejudiced behaviour
 - Gender based violence and harassment
- Pastoral support which allows children to talk about feelings in a safe context and to bring out bullying issues.
- Constantly improving the school’s grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and football. Providing constructive and collaborative play opportunities.

Once a bullying incident has occurred/ been identified

- We aim to investigate the matter to the best of our ability, keeping an open mind and absence of blame.
- We involve parents of all parties as soon as practicable.
- All relevant staff are informed & asked to particularly look out for the victim & bully.
- Victims of bullying are given the space to say how they would like incidents to be dealt with (children vary– some like to talk to the bully face to face with a teacher, some like to have a member of staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems)- it depends on the nature and severity of the bullying.
- Where possible we arrange a restorative conversation – but this may not always be possible/ suitable. We will manage each situation separately and sensitively.
- Once a situation has been resolved we ask victims of bullying and bullies on a regular basis if they are OK.

Advice to children about bullying

- Bullying can happen and it can begin without realising it is bullying e.g repeated or infrequent name calling – a bit of teasing here and there, that slowly or suddenly becomes “too much”
- We have a culture of “5 Trusted Adults”
 - Children are helped to identify and are reminded to embed who are the adults they go to in school if they have a problem (adults are often busy – so 5 ensures someone will be available – we encourage children to keep telling till someone is able to help)
- Always tell someone at home if you can’t talk to anyone in school

Advice to parents /carers about bullying

If your child is bullying or being bullied they may:

- Change their behaviour
- Be unwilling to talk about their day—It is quite common for children not to want to talk about their day directly after school.
- You might find children more willing to talk during bath time or bedtime story when they are more relaxed.
- Look less happy
- Come home with toys and things you have not bought for them
- Take things from home without you knowing
- Avoid certain children or activities
- Be reluctant to come to school

How can parents help to prevent bullying?

- Don’t panic – stay calm, talk to your child’s teacher or an SLT member as soon as you can who will begin to follow up

the matter

- Do not intervene with other children or children's parents, but let the school know.
 - Help your child to express their feelings without hurting others.
 - Encourage your child to tell a member of staff straight away if they get hurt at school.
 - Praise your child when they sort out problems by talking rather than hurting others.
- Allow the school to seek further professional advice and support over difficult bullying

Kingsbury Green Primary School
Use of Reasonable Force
 (Appendix of Behaviour and Motivation Policy)
 Reviewed Spring Term 2019

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Governors to ensure provision & policy	Next review: Autumn 2024

Use of Reasonable Force (Positive Handling) to Control or Restrain Pupils

What is Reasonable Force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. (source: DfE: July 2015)*

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or causing disorder
- In a school force is used for two main purposes-to control pupils or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground, and
- Restrain a pupil at risk of harming themselves through physical outbursts

Incidents of the use of reasonable force are recorded in the *bound and numbered book and on CPOMS* and reported to governors termly.

Allegations against staff

- The school policy on allegations against staff sets out the procedures the school and individual staff take in the event of an allegation made

- School safeguarding practice and induction outlines the code of conduct, safeguarding procedures and systems, behaviour policy, school ethos and expectations re. handling / coming into contact with children.
- Regular updates at staff briefings (followed by notes to all staff) remind staff about whistleblowing and how to report to line managers or the LADO in the event of a concern

***DfE reference:**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Kingsbury Green Primary School
Exclusions Policy
 (Appendix of Behaviour and Motivation Policy)
 Reviewed Spring Term 2019

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Exclusion

Exclusion is rare at KGPS and always a last resort. We report all exclusion information to the Governing board for monitoring. Our school uses and works within the 2017 DfE guidance on School Exclusion. Full details of responsibilities and procedures can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Why might a child be excluded?

Exclusion must be considered if the child's behaviour:

- Presents a physical danger to themselves or others
- Presents a psychological danger to themselves or others (this includes all forms of bullying including cyberbullying)
- Prevents other children from learning and teachers from teaching.
- Repeatedly breaks school rules & expectations

What happens when a child is excluded?

- Exclusions may be fixed term or permanent. School work will be set for the excluded child by the class teacher.
- The child's parent or carer may collect this work from the school office.

What happens after an exclusion?

- Following a fixed term exclusion the parent or carer and excluded child must meet with the Headteacher to take part in a reintegration meeting. In some cases the excluded child may attend only part of the meeting. This is at the discretion of the Head
- At the reintegration meeting the Head teacher sets out a plan for the child's reintegration in to school.
- A reintegration plan may include the following:
 - A stepped approach towards reintegrating the child back in to their class eg spending time in another class and being slowly introduced back in to their year group alongside careful monitoring and support.
 - A stepped approach towards reintegrating the child back in to the playground eg spending playtimes and lunchtimes inside or in a different playground to their class and being slowly introduced back in to the playground alongside careful monitoring and support.
 - Regular meetings between the class teacher, Head and parent/carers.
 - Referral of the child to the Brent Inclusion Service (BIT pre- exclusion team).
 - Referral of the child to the Educational Welfare Officer (EWO).
 - Referral to the Child and Adolescent Mental Health Support Team (CAMHS)
 - The use of a Parenting Contract to clarify roles and responsibilities of both the school and the child's parents.
 - An application to the Local Authority for a grant to support children who are in danger of further exclusion. This money would usually provide short term 1-1 behaviour support for the child during their period of reintegration in to the school.