Kestrel Mead – Anti Bullying Policy

Policy Monitoring, Evaluation and Review

Version:	1
Date created:	September 2021
Author:	Ellie Newnham
Ratified by:	
Date ratified:	
Review date:	September 2028

Revision History:

Version	Date	Author	Summary of Changes:
1	September 2021	EN	Rewritten policy
1.1	November 2023	EN	Reference to Equality Act

Anti-Bullying Policy

At Kestrel Mead, we are committed to creating an environment where all pupils feel a sense of belonging within a safe and supportive setting. Bullying of any kind is unacceptable at Kestrel Mead. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with quickly and effectively. Bullying hurts. No one deserves to be a victim of bullying. We believe that all children have the right to come to school without fear of being bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond quickly and effectively to issues of bullying.

Definition of terms

What is bullying?

"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

(Anti-Bullying Alliance)

Bullying is the repeated use of prejudice-based behaviours or aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms - both physical and non-physical, either in combination or in isolation.

We teach children the definition using **STOP: Several Times On Purpose Start Telling Other People**

Bullying can show itself it a variety of forms including:

Cyber Bullying	The use of electronic communication to bully a person in the ways described below. Cyber Bullying also includes defamation or slander on social network sites which can lead to the identification of individual children or adult.
Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing
Physical	Pushing, kicking, hitting, punching or any use of violence, pushing people around
Racist	Racial taunts, graffiti, gestures
Disability/SEN	Name calling, intimidation, gestures, mimicking
Faith or Religion	Prejudiced comments related to how people dress and how individuals might Worship
Sexual	Unwanted physical contact or sexually abusive comments sexualised behaviour towards another without consent e.g. Sexual comments, Sexual jokes/'banter', Sexualised physical behaviour, Upskirting, Online sexual harassment
Homophobic	Associated with or focused on the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing.
Online/Cyber	Any of the above through text, social media or internet platforms. Defamation or slander on social network sites which can lead to the identification of individual children or adult

Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously.

Equality Act 2010

At Kestrel Mead we regularly discuss aspects of the Equality Act (2010). Discussions take place, through assemblies and our curriculum. At Kestrel Mead we celebrate our differences and how they unite us and enrich our community.

Signs of Bullying:

A child may show that he or she is being bullied. These signs and behaviours could indicate other problems, for example being new to the academy. Bullying should however, be considered and investigated. Adults should be aware of these and should investigate further if a child:

- Is frightened of walking to or from school
- Doesn't want to attend school or feels ill in the mornings.
- Becomes very quiet, withdrawn or lacking in confidence.
- Has lost/damaged belongings - Physical injuries and unexplained bruises or marks
- Missing school
- Academic achievement dropping
- Feeling nervous, lack of confidence, withdrawing
- Asking for or stealing things (to give to the bully)
- Eating/ sleeping changes or problems
- Begin to bully others eg younger sibling

A Culture of Telling:

Every child has the opportunity to talk to their teacher through the 'need to talk peg line'. All children will be given the opportunity to talk before the end of the school day if they raise their concerns in this way or another way. Children with SEND or EAL will be supported to talk by members of staff. All complaints of bullying will be taken seriously. An investigation will take place, first by the class teacher and phase leader. Dialogue between school and families is important at Kestrel Mead. We will always follow up a complaint about bullying with families and where appropriate the Assistant Principal or Head of School will speak with parents. Class teachers are available at the start and end of the day. Senior staff are available at the start and the end of the day at each site to talk to parents.

Peer Support Systems:

We have Well-being leaders within each class part of their role is to promote anti-bullying messages. If they see any concerning behaviour on the playground at break and lunchtime they are encouraged to approach an adult with their concerns. These will be taken seriously and followed up.

Wider Support:

We always put the safety of our children first. We offer a lunchtime nurture club 'Golden Ticket' to provide more structured play for children who may find the playground overwhelming or who are feeling upset about playing outside at lunchtime. All class teachers have playtime duties at breaktime so they are available for all children to approach. Our pastoral team is available

for children to talk through any concerns and can also do targeted work with individuals or groups in the event of a bullying incident.

Reporting and Monitoring

If a bullying incident is reported, class teachers will complete an initial investigation. If the outcome of this investigation results in identifying unkind behaviour, we will follow our behaviour policy with a restorative approach involving both victim and perpetrator. Class teachers have a responsibility to share this process with both sets of parents.

An incident which has happened **STOP** (several times on purpose) will be followed up by the phase leader . This will be recorded on the school systems and will be reviewed by the Head of School.

Assistant Principals will arrange a meeting with the parents of both the victim and the perpetrator.

Different strategies will be used to support both the victim and the perpetrator and any witnesses. This may include 1:1 sessions with the pastoral team, Youth referral team, psychology services or CAHMs. We will encourage dialogue with parents throughout the investigation.

Anti-Bullying Week

At Kestrel Mead we are committed to supporting the national Anti-Bullying week initiative. All classes will take part in activities that highlight the issue. Assemblies run during this week and throughout the school year will continue to maintain awareness of Anti-Bullying. Anti-bullying is championed by our Anti-Bullying champions. They are responsible for co-ordinating the events during this week and maintaining awareness of Anti-Bullying during the rest of the year. The strategic elements of Anti-Bullying remain with the senior leadership team and the designated safeguarding leads.

Curriculum: Children undertake weekly PSHE lessons using Jigsaw which address class issues and provide an opportunity for children to talk about anything which concerns them. In addition to this they also provide a forum to talk about social skills and develop self-esteem. The wider curriculum promotes respect, compassion and teaches children to use their voice for good. We use Votes for schools to provide children with a wide range of current affairs to discuss and unpick in class, all children have the opportunity to give their view in these sessions.

Character Education:

After completing our routes to resilience accreditation, we are a school which promotes character, including the character traits that promote friendship. Our children are celebrated for showing compassion, respect, curiosity and resilience through celebration assemblies.

This policy was created following responses from the pupil leadership team, parents and staff.