



*Edleston Primary School
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Anti-bullying policy

Definition

Bullying is described as being: 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully.

Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property.

It can be an unresolved single frightening incident that casts a shadow over a child's life, or more usually a series of such incidents.'

Staff, parents and children at Edleston Primary School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical, cyber or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively. We have high expectations of behaviour and although cases of bullying are extremely rare, we consider it a priority for the school to take a proactive stance against bullying. For this reason we have introduced the KiVa anti-bullying programme which has been developed using cutting-edge research on bullying and its mechanisms. It is an evidence-based programme to prevent bullying and to tackle the cases of bullying effectively. The former is crucial but also the latter is important, as no prevention efforts will make bullying disappear once and for all; we need to have tools that can be utilised when a case of bullying comes to light.

KiVa Program Components for KS2

i) Lessons

The curriculum consists of 10 lessons that are delivered over 20 hours by classroom teachers. The pupils engage in discussions, group work, and role-playing exercises. They also watch short films about bullying. Each lesson is constructed around a central theme, and one rule is associated with that theme; after the lesson is delivered, the class adopts that rule as a class rule. At the end of the year, all the rules are combined into a contract, which all students then sign.

For KS2 children, an anti-bullying computer game has been developed that pupils can play during and between the KiVa lessons.

The program actively engages the school and parents. For break time, special 'high-vis' vests are given to the staff to enhance their visibility and remind pupils that the school takes bullying seriously. Materials are also posted around the school that promote anti-bullying messages.

Through KiVa, we aim to teach to:

- reduce school bullying and victimization
- raise awareness of the role that a group plays in maintaining bullying
- increase empathy toward victims
- promote strategies to support the victim and to support children's self-efficacy to use those strategies
- increase children's skills in coping when they are victimized

In addition to prevention messages, a KiVa team is in place to deal with identified bullying cases and have a process to follow for any potential bullying incidents.

ii) Process for dealing with potential bullying

When dealing with a suspected case of bullying [whether raised by staff, victim[s], their friend[s] or parents], staff at Edleston Primary School follow the KiVa process.

The KiVa process ensures that:

- suspected bullying is never ignored.
- premature assumptions are not made.
- all accounts are listened to carefully – several pupils with the same version does not mean they are telling the truth.
- a problem-solving, solution-focused approach is adopted that moves pupils forward from self-justification.
- proven cases are followed up to check bullying has not returned
- detailed records are kept.

Form 1 screening - completed by any member of staff

Form 1 will be completed for all suspected cases of bullying. The member of staff will then make the decision whether this needs reporting to the KiVa team to act upon as a case of bullying or file in the KiVa file kept in Mrs Bagni's office.

Form 2 - KiVa team complete

Form 2 will be completed following a discussion with the victim – including asking them who was not involved but saw the incident. From these children, some will be chosen to help and support. Evidence shows it is more effective if the child identifies who is involved- adults may see children differently. A date will be set to follow this up and feedback to parents/pupils.

Form 3 - KiVa team member interview bully/bullies

Form 3 will be completed following a discussion with the bully[s] on the same day. Two approaches to this were researched : confrontational 'you did it - admit it' and 'no blame'. We are a KiVa school and everyone has responsibility to stand up to bullying.'

Same outcome in research in over 200 school. Don't get distracted by getting them to admit. This conversation will be very solution focused – what are you going to do to help?

A date will be set to follow this up and see how it is going for the victim.

If there are a group of bullies **form 4** will be used also.

Form 5 and Form 6 – the KiVa Team will have follow up conversation to check how things are going for the victim[s] and discuss further actions as/if needed. A decision will be made about next steps based on whether the bullying has stopped, decreased, remained the same, increased.

NOTE : We will also follow the KiVa process for bullying targeted at specific groups.

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability

Edleston Primary School will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated in Edleston Primary School and such instances will be treated severely. A full investigation following the KiVa process will be carried out, recording incident on the relevant Forms detailed above and reported to the LA. The school has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons and in Religious Education lessons. We guarantee confidentiality and support for those bullied. Racial incidents are reported to the Governing Body and LA as required.

Sexual Bullying

Sexual bullying has an impact on both genders. A sexual assault may lead to the exclusion of the perpetrator from school. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

Edleston Primary School strategies to deal with sexual bullying include:

- Following the KiVa process.
- Developing understanding of gender relations through PSHE
- Exploring sexism and sexual bullying in PSHE lessons.
- Using single-sex groups to discuss sensitive issues where necessary.
- Ensuring the school site is well supervised, especially in areas where children might be vulnerable.
- Implement appropriate discipline procedures as appropriate.

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:

- Recording incidents.
- Awareness by staff that homophobic bullying can occur
- Challenging homophobic language and explore pupils' understanding -they might not understand the impact.
- Guaranteeing confidentiality and support for those being bullied.
- Implement discipline procedures if the bullying warrants it.
- LGBT lessons to educate children,

Special Education Needs or Disabilities

- Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they often are at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.
- Edleston Primary School makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character e.g. boys playing football poorly should not be told they play like girls.
- We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'no' or to get help.
- If the bullying is serious, the school will undertake a full investigation, and use the forms identified above.
- High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

