

"In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets." Mathew 7:12

This policy has at its core, the above quotation and reflects the need for fairness and forgiveness.

## **Keevil CofE Academy Anti-Bullying Policy**

### **Position and Values**

At Keevil CofE Academy we take the story of the Good Samaritan as the foundation on which we build all of our interactions with one another. Through this story we come to understand how someone reached out and gave all he could to someone on whom he could have turned his back. As a pupil and member of staff at Keevil we are defined by this message, above all.

We are also defined by values of tolerance, courtesy, fairness, and respect for one other. These lead to motivation for service and commitment to society, both within and beyond our school. For this reason we have taken Jesus' summary as our principle of life in Keevil school:

**"Always treat others as you would like them to treat you"**

(Matthew 7:12)

Our Mission Statement sets out in more detail how we put this principle into action in our daily lives at school. But in particular, the following quotes highlight our approach to teaching and enabling children to develop positive relationships with others:

*"We will enable children to reflect on their actions, good and bad and understand consequence and the importance of doing good"*

*"children will develop skills that enable them to excel at behaving and communicating, by both listening and speaking, always, in a spirit of respect for others and themselves"*

In summary, everything that we stand for and aim to foster in our staff and children is the antithesis of what bullying behaviours are.

### **Definitions**

The Anti-Bullying Alliance defines bullying as:

*"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace."*

Our children describe an incident of unpleasant behaviour done by accident as rude; an incident of unpleasant behaviour done on purpose as mean; but unpleasant behaviour done **Several Times On Purpose (STOP)** as bullying.

We classify any behaviours that hurt another, either physically or emotionally, if they are carried out repeatedly as bullying.

We recognise the severity of the impact of being bullied on an individual, and that these effects can continue long past the actual incidents of bullying have ended. Children who are bullied are more likely to:

- have low self-esteem.
- develop anxiety or depression.
- become socially withdrawn, isolated and lonely.
- have lower academic achievements due to avoiding or becoming disengaged with school.
- be unable to form trusting, healthy relationships with friends or partners in the future.

We also recognise that there are negative long-term effects on individuals who have been bullies. Children who frequently bully are more likely to:

- drop out of, or be expelled from school.
- engage in criminal behaviour.
- develop depression or anxiety.
- be abusive towards their partners, spouses or children as adults.

In addition there are impacts on those who are around bullying behaviour. Children who witness bullying are more likely to:

- feel powerless.
- live in fear and guilt.

### **Roles and Responsibilities**

We recognise that we have a legal responsibility as a school to prevent and tackle bullying, as detailed in the Education Act 2002, the Education and Inspections Act 2006, and the Equalities Act 2010. Our responsibility extends beyond the school day and site, to include trips, journeys to and from school, after school clubs and cyber-bullying.

When considering our approach to preventing and tackling bullying, it is important to consider in addition to this policy, our school Behaviour Policy, Safeguarding Policy and Internet Safety Policy. All policies are easily accessible through our school website ([www.keevil.wilts.sch.uk](http://www.keevil.wilts.sch.uk)).

As well as ensuring that our policies and procedures are easily accessible to all, we ensure engagement of all our school community through their inclusion in our review and up-dating process. For children, this is achieved through regular Anti-Bullying Wellbeing Days, which is our means of delivering our PSHE curriculum. For parents, this is through questionnaires that gather their thoughts, opinions and ideas. For staff and Academy Councillors, this is through discussion of any proposed changes.

We ask our parent/carers to support our work preventing and tackling bullying by taking responsibility to:

- report any incidents of bullying which come to their attention.
- follow the school procedures for reporting incidents of bullying.
- support any sanctions that the school sees fit to impose.

We ask our children to support us, by taking responsibility to:

- report any incidents of bullying that happen to them to a trusted adult.
- report any incidents of bullying that they witness happening to another child to a trusted adult.



Our Academy Council is responsible for monitoring the implementation of our Anti-Bullying Policy and Procedures. The number of reported (alleged) incidents of bullying are shared at every Academy Council Meeting.

## Prevention

Our entire ethos is dedicated to developing behaviours in children that are the opposite of bullying, and is our strongest weapon in preventing bullying from happening. This is achieved through a wide variety of means:

- Daily whole school worship dedicated to the story of the Good Samaritan and other themes to promote Christian Values (Generosity, Compassion, Forgiveness, Friendship, Respect, Courage, Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness) across the school.
- Staff members who consistently model expectations of how to treat other people.
- A staff culture of challenging any unacceptable behaviour where-ever and when-ever this occurs.
- A PSHE Curriculum delivered through whole school Wellbeing Days on a rotation of themes, including relationships, emotional literacy and issues of diversity and difference.
- A whole school reward system of house points that promotes good behaviour on a daily basis.
- Our Keevil Characteristics (Team-Work, Communication, Problem-Solving, Resilience, Learning and Diligence) that teachers plan to develop in all children through all activities that take place during the school day.
- High profile termly awards across the school given for each of the Keevil Characteristics, as well as a Kindness Award for KS1 and a Good Samaritan Award for KS2.
- Peer support through our Prefect system and Buddies for younger children.
- Restorative Justice approach used by all members of staff to aid in conflict resolution.
- Diversity celebrated in a positive way through our RE curriculum and regular theme days.
- Promotion of British Values (Democracy; Rule of Law; Individual Liberty; Mutual Respect; and Tolerance) through all aspects of school life.
- All TAs experienced in delivering social skills and emotional development work to identified children.
- A TA who is trained as an ELSA and has dedicated time each week to work with children and their families in this role.
- Rigorous supervision of all children at all times in the playground, by staff members who are all trained in positive behaviour strategies.
- Cultivation of a 'family' atmosphere, in which all children are known by all adults, and all adults are trusted by all children.
- Specific work on a regular basis across the school with children and parents that tackles issues of e-safety and cyberbullying.
- Close working relationship with the NSPCC to deliver workshops to children across the school on a rolling programme.

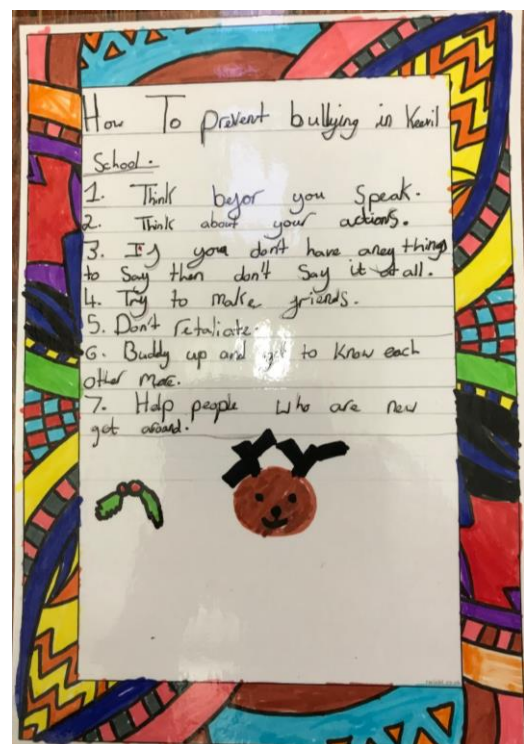
## Peer On Peer Abuse

All staff are aware that there is a point at which bullying behaviours become peer-on-peer abuse. If this is the case, then the school follows the appropriate safeguarding procedures.





Work produced by our children during Anti-Bullying Wellbeing Days



## Identification and Monitoring

We have a systematic approach to how we respond to allegations of bullying behaviour. See Appendix 1 (Tackling Bullying Procedure) and Appendix 2 (Prejudice-Related Incident Log).

Sanctions are determined on a case by case basis, when we have a full understanding of what has occurred and therefore the best and most appropriate way in which we should respond.

We pride ourselves on being pro-active in our development of relationships with parents and involving them in working with us for the benefit of their children and their education. Our Mission Statement states:

*“Parents who are the centre of a child’s life, must be supported by the school in helping their child”*

We are therefore, always quick to inform and involve parents in any issues that arise involving their child.

We will involve outside agencies, including the police and Social Services, if an incident requires such a response.

Our response to any incidents of alleged or actual bullying will always include working with victims and perpetrators, and possibly their families, to ensure that these behaviours do not continue. The most appropriate staff member(s) and approach to take for this will be determined on a case by case basis.

Reports of bullying incidents, planning of any resulting actions and evaluating outcomes is monitored in the first instance by the SLT. The Academy Council has a role in the over-sight of this process, including monitoring incidents of different types of bullying (homophobic, transphobic, biphobic, racist, targeted at faith, sexist, disablist, cyber-bullying).

## Cyber-Bullying

For a more detailed explanation of our approaches to preventing cyber-bullying see our Internet Safety Policy, available on our school website ([www.keevil.wilts.sch.uk](http://www.keevil.wilts.sch.uk)).

Educating our children about e-safety and cyber-bullying is an integral part of both our Computing and PSHE curricula, and is delivered across the school on a regular, rolling programme.

Incidents of cyber-bullying are reported and responded to using the same process as for all other forms of bullying, which is detailed above.

The IT support provided for us through the Acorn Education Trust helps to keep us up-to-date with technologies and any new threats that these may pose to our pupils.

## Review

This policy and our Anti-Bullying procedures are reviewed on a bi-annual basis. This is in tandem with our two year rotation of Wellbeing Days (our means of delivering our PSHE curriculum), so that we can involve all our children and parents in this process. Monitoring and evaluation carried out during this 2 year period

by the SLT and Academy Council is fed into this review, with an attitude of learning from our mistakes and improving our response as a result.

Regular staff meeting times, involving all members of the school staff, are devoted to issues around behaviour management. This ensures that all members of staff are familiar with our Anti-Bullying Policy and implement it properly and consistently.

Any complaints about our Anti-Bullying Policy and Procedures should be pursued in the same way as any other complaint against the school. For details of this process please see the school website ([www.keevil.wilts.sch.uk](http://www.keevil.wilts.sch.uk)).

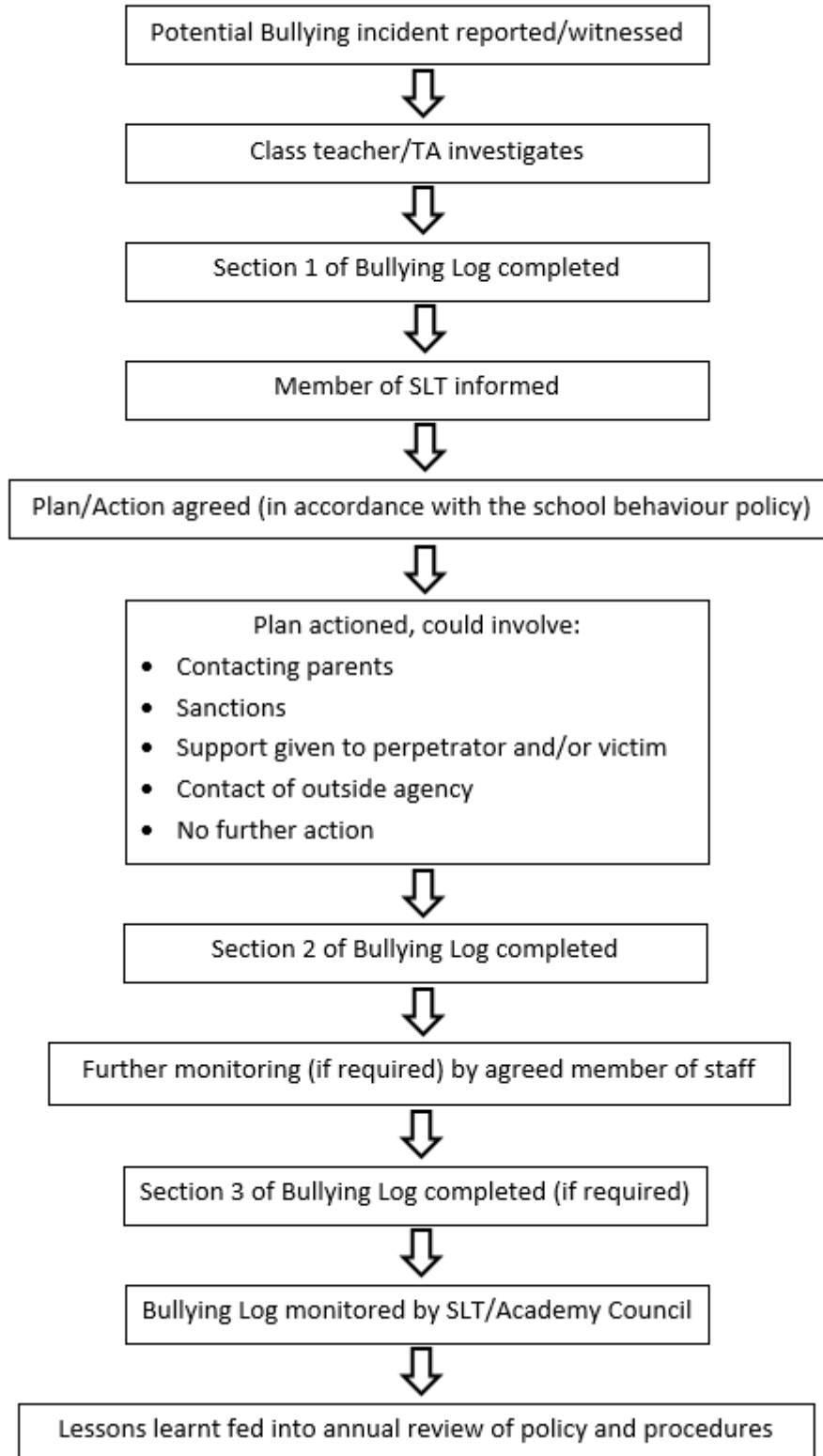
**Reviewed: March 2022**

**Review Date: March 2024**

## Appendix 1



### Tackling Bullying Procedure





## Appendix 2



### PREJUDICE-RELATED INCIDENT LOG

SECTION 1			
DATE		MEMBER OF STAFF REPORTING	
NAME OF PERPETRATOR			
NAME OF VICTIM (if applicable)			
SOURCE OF REPORT			
TYPE OF DISCRIMINATION			
TYPE OF BEHAVIOUR			
DETAILS (when, where, what)			

SECTION 2	
SLT MEMBER INFORMED	
AGREED ACTION (who, what, when)	
OUTCOME	
DATE	SIGNED

SECTION 3	
FOLLOW UP REQUIRED (who, what, when)	
OUTCOME	
DATE	SIGNED