

# Bollin Primary School



*Growing hearts and minds together*

## Kindness Policy (Anti-Bullying)

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## **1. Rationale**

1.1 The word “kindness” is derived from the notion of kinship, from the idea that people of the same family or clan are bonded together by natural affection and mutual goodwill.

1.2 The requirement is not that people should like one another, for liking cannot be enforced, but that they should treat each other as they would wish to be treated themselves, and that their attitude to all people should be based on goodwill. That is the true meaning of love: a source of kind activity rather than a selfish gratification.

1.3 By definition, kindness excludes unkindness in thought, word and deed, including bullying.

1.4 Unkindness is wrong and damages individual children. We therefore do all that we can to prevent it, by developing a school ethos in which unkindness is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

1.5 This policy aims to demonstrate how we promote a culture of kindness whilst providing a consistent and effective school response to any unkindness incidents that may occur.

## **2. Policy Statement**

2.1 Every member of The Bollin School community has the duty to be kind to every other member and also to all members of the public.

## **3. Responsibilities**

3.1 All members of The Bollin School community are responsible for:

- setting an example of kindness in the way they speak and act and in their attitude of goodwill to all members of the community;
- actively promoting kind words and deeds among the community;
- dealing with unkindness when protecting junior or weaker students or members of the community, and
- reporting any unkindness they are unable to correct, such reporting is mandatory.

3.2 Every member of the school community is entitled to expect equality of protection from unkindness as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

3.3 At Bollin Primary School, our policy has given careful consideration to the six equality strands, race, gender, age, religion, disability and sexuality. This is to ensure that the our provision is provided in a sensitive and non-judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices.

## **4. Whole School Strategies to promote kindness**

4.1 At Bollin we believe a Kindness Policy is about being pro-active in promoting kindness as well as reactive and we seek to actively prevent unkindness.

4.2 If the preventative policy depends upon policing the environment, forbidding the behaviour, encouraging the victims and punishing the perpetrators then no lasting changes can be expected. The strategies employed must impact upon the lasting behaviour of the perpetrator. Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate unkindness before it becomes an issue.

- Actively developing a kindness ethos in school where we are 'proud' that unkindness is not tolerated in our school.
- Active Behaviour Policy that is implemented consistently throughout school and a reward system for positive behaviour (see Behaviour Policy)
- There will be regular teacher – class discussion, e.g. during circle time, dealing with friendship / playtime issues.
- Kindness message embedded throughout the curriculum and through Kindness Week in November each year
- Peer support will be strongly emphasised: children will be taught how to effectively support a child and how to resist "Joining in" with unkindness.
- Positive action to promote kindness and discourage unkindness within PHSE, Citizenship and opportunities within other curriculum areas.
- Pupil consultation – through questionnaires and School Council
- Positive role models reflected through staff behaviour
- Developing and supporting home, school and community partnerships

## **5. Procedures for Reporting and Responding to unkindness**

5.1 It should be remembered that the whole purpose of any action taken by staff against individuals who are unkind is to enable all pupils to come to school and to enjoy a happy and secure environment. Parents, pupils and staff should be left in no doubt that unkindness, in all its forms, will not be tolerated.

5.2 All staff watch out for early signs of distress, which may include deterioration of work, unexplained illness, isolation, the desire to remain with adults and erratic attendance. Staff understand that whilst these behaviours may be symptomatic of other problems, they may be early signs.

5.3 Unkindness (bullying) allegations can come from a number of different sources including from the child, child's friends, parent/carer or staff member. All allegations will be listened to, taken seriously and acted upon.

5.4 In the first instance, where a Golden Rule is broken, the member of staff must follow our school *Behaviour Policy*.

5.5 Where an incident of reported unkindness/bullying occurs, this must be reported to the classteacher.

5.6 The classteacher will then investigate and take action according to our school policy. If bullying identified or if potential bullying is suspected the classteacher will inform their Key Stage Leader and then implement *Stage 1: Responding to Bullying Incidents*.

## **6. Responding to Unkindness Incidents**

*(See Procedures for Addressing Bullying Flowchart)*

6.1 How the school responds to specific allegations of unkindness:

- **Intervention** - will be necessary when the unkindness of some makes life difficult or distasteful for others. It is mandatory that cases of severe unkindness – whether by deed, word, telephone, text messaging, e-mail, group exclusion or harassment – should be reported to the Interim Headteacher.
- **Counselling** - can involve both the perpetrators of unkindness and the victims of it; can be undertaken individually or in groups by all members of staff and leading students.
- **Follow up** - is necessary by the staff member to ensure that perpetrators have benefited from their lesson and that reprisals do not occur.
- **Disciplinary Action** - will be undertaken at the discretion of the relevant member of staff. In extreme cases the Headteacher may exclude from the community those who have chosen to isolate themselves from it by

continued unkindness, by a single act of severe unkindness or by an unrepentant attitude which makes it impossible for them to profit any further from The Bollin School ethos. (See *Bullying Flowchart*)

- **Reformation** - is the aim of all disciplinary action. Once this process is commenced no reference should be made to former offences unless they are repeated.

## **6.2 SEVEN STEPS APPROACH**

At our school we believe that it is important for us stop unkindness from happening and not merely to catch and punish pupils. With this in mind we have adopted the Seven Steps approach; to change pupils' behaviour, to recognise the damage unkindness does to people and to stop pupils from participating both actively and passively in unkindness.

### **Step one- Interview with the victim.**

When the teacher finds out that unkindness has happened he/she starts by talking to the victim about his/her feelings. He/she does not question the child about the incidents, but he/she does need to know who was involved.

### **Step two - Convene a meeting with the people involved.**

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in, but did not initiate any unkindness.

### **Step three- Explain the problem.**

He/ she tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his distress. At no time does he/she discuss the details of the incidents or allocate blame to the group.

### **Step four- Share responsibility**

The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it.

### **Step five- Ask the group for their ideas.**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of improved behaviour.

### **Step six- Leave it up to them.**

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.

### **Step seven- Meet them again.**

About a week later the teacher discusses with each child, including the victim, how things have been going. This allows the teacher to monitor the behaviour and keeps the young people involved in the process. Should the Seven Steps approach fail then school would proceed to the next stage as outlined in the *Procedures for Addressing Unkind Behaviour Flowchart*.

## **7. The role of the Governing Body**

7.1 The Governing Body supports the Head of School in all attempts to eliminate unkindness from our school. This policy makes it clear the Governing Body does not allow unkindness to take place in our school and that any incidents of unkindness that do occur are taken very seriously and are dealt with. The Governing Body will monitor incidents of unkindness via the Head of School's reports.

## **8. The role of the Interim Head of School**

8.1 It's the responsibility of the Head of School to implement the school Kindness Policy and to ensure all staff are aware of the policy and how to deal with incidents of unkindness. The Head of School will report to the Governing Body on the effectiveness of the policy on request. The Head of School ensures that all children know that unkindness is wrong and that it is unacceptable behaviour in our school. The Head of School ensures all staff are trained to deal with incidents of unkindness.

8.2 The Head of School sets the climate of the school of mutual support and praise for success. Making school friendly and welcoming and making unkindness less likely.

### **9. The role of the Teaching Staff**

9.1 Teachers/TAs attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of unkindness. All staff in our school takes all forms of unkindness seriously and intervene to prevent incidents from taking place. If adults witness an act of unkindness or unkindness is reported to them they do all they can to support the child who is the target. Where it has been identified that bullying has taken place a written report is made to the Head of School. Staff then deal with the incident as appropriate following the Procedures Flowchart.

(see Appendix 1 for definition of bullying)

### **10. The role of the Parents**

10.1 Parents who are concerned that their child might be being treated unkindly, or who suspect their own child may be being unkind should contact the child's teacher immediately. Making a note of what has been said and any names known to them. Reassure their child that they have done the right thing in telling. Tell them that if anything else happens, to tell you/school straight away. If they suspect their child has been a target of cyber bullying, check when messages were sent, keep a copy of any offending messages, e- mails etc. do not delete the messages. If the unkindness involves another pupil please contact the school with the details. Contact and inform your service provider.

Cyber bullying is a potential criminal offence and therefore you should consider contacting the police. Parents have a responsibility to support the school's anti – bullying policy and to encourage their child to be a positive member of school. It is important to encourage their child to follow school rules and not to bully anyone and explain how they can have a disagreement without hurting others or calling names. Make an appointment to discuss the problem with their teacher. Give lots of praise when they are cooperative and are nice to others.

### What is bullying?

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DCSF Safe to learn Guidance 2007) Bullying can take different forms:

- **VERBAL BULLYING:** Name calling, taunting, mocking, making offensive comments and teasing
- **PHYSICAL BULLYING:** Kicking, hitting, punching, pushing and pinching.
- **EMOTIONAL BULLYING:** Offensive graffiti, excluding from groups, spreading hurtful rumours, being forced to do things against own will, taking belongings or money.
- **ELECTRONIC / 'CYBERBULLYING'** - Cyber bullying is when a person, or a group of people, uses the internet, mobile phones or other digital technologies to threaten, tease or abuse someone. This is not tolerated at this school. There are lots of ways cyber bullies can target someone, e.g. via text message; instant messenger services; social network sites; email; images or videos posted on the internet or spread via mobile phones.

There are many different types of bullying such as:

- general bullying
- homophobic
- racist
- related to disability or SEN
- related to home circumstances
- sexist
- sexual
- transphobic

We do not consider bullying to be: an isolated incident, a falling out, a one off disagreement.

#### **11. General Principles**

- Bullying is wrong and damages individual children.
- We do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.
- All allegations will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.
- As a part of the curriculum, greater understanding of bullying in all its forms will be developed.
- Children will be taught strategies to help them deal with bullying situations that they may encounter.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- The school will protect and support all parties during school/extra-curricular time and on school premises whilst issues are resolved.
- Incidents can occur both in and out of school.

#### **12. Symptoms of bullying**

Early signs that a child is being bullied could be:

- The child becoming withdrawn
- A deterioration in the child's work
- Erratic attendance or spurious illness
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults
- Sudden outbursts not in common with the child's normal behaviour

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Victims can become depressed and this can continue into their adult lives.

## Procedures for Addressing Unkind (Bullying) Behaviour

School becomes aware of potential bullying incident

*Classteacher* FULLY investigates by:

- interview the victim
- interview the children involved (maybe speak to other children as well)

**1. One off incident, no bullying identified**

**2. Potential bullying incident / potential for bullying to develop**

**3. Bullying identified**

1a. Teacher to follow behaviour policy and record on CPOMS

1b. If reported by a parent, report back. Otherwise parental involvement unlikely.

1c. Class teacher to monitor the situation. It is unlikely that the incident would be recorded (although this will remain at the discretion of the teacher).

2a. Teacher continue with Stage 1:  
- explain the problem and discuss responsibility  
- agree positive response

2b. Consequences for perpetrator to follow sanctions in Behaviour Policy.

2c. Incident recorded on CPOMS and SLT made aware

2d. **Both sets of parents informed** of incident(s). Perpetrator's parents are informed that incident has been reported as a logged record.

2e. **If issues have been resolved** :  
no further action although class teacher is to monitor.

3a. If issues have not been resolved, further action taken. – Stage 2

3b. **Assistant Headteacher** is informed and takes responsibility to organise:  
- meetings with classteacher and both sets of parents  
- agreed plan of action to include:  
- **mediation** session with both children

**Positive strategies** to work with the perpetrator, this may involve outside agencies) E.g.:

- Circle of Friends
- Support Group Approach

3c. **Review** situation with parents and children.

4a. If issues have not been resolved, further action taken. – Stage 3

4b. **Head of School** informed. Formal letter, from the Head of School, sent to parents of perpetrator requesting a meeting. At meeting seriousness of situation explained and consequences if move to Stage 4. HoS to monitor and review within agreed timescale

5a. If issues have not been resolved, further action taken. – Stage 4

5b. **Head of School and external agency** involvement (e.g. Educational Psychologist, Behaviour Support, Police).

5c. **Exclusions** enforced for perpetrator:

- i. within school (e.g. playground)
- ii. fixed term exclusion
- iii. permanent exclusion