

KINDNESS POLICY (ANTI-BULLYING)



Tyntesfield
Primary School



Our Mission Statement

We grow as learners, to be the best we can be, through care, collaboration and challenge.



Our Values

We love learning
We make the most of every opportunity
We appreciate and care for each other
We achieve our best

Our Rights and responsibilities

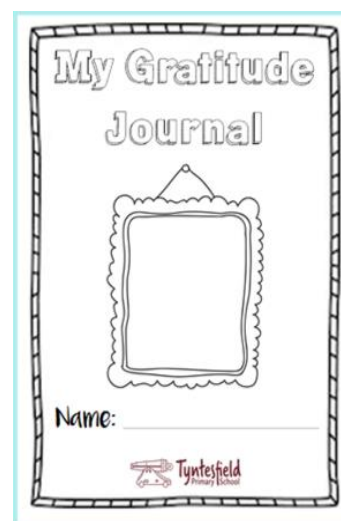
Rights

To learn
To achieve
To belong
To be safe
To be cared for

Responsibilities

We let everyone learn
We always try our best
We value and include everyone
We do not hurt others
We look after each other

This policy has been created using the United Nations Conventions on the Rights of the Child (see appendix 3) to keep the children at Tyntesfield Primary School safe and happy.



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 good will. **By definition, kindness excludes unkind behaviour in thought, word and deed, including bullying.**

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

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

Policy approved: May 2024
Policy review: May 2025

1. Policy Statement

Every member of Tyntesfield Primary School community has the duty to be live out the school value **'We care and appreciate for each other'**, by being kind to every other member and also to all members of the public.

2. Responsibilities

All members of Tyntesfield Primary 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 unkind behaviour when protecting junior or weaker students or members of the community, and
- reporting any unkind behaviour they are unable to correct, such reporting is mandatory.

Every member of the school community is entitled to expect equality of protection from bullying 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.

At Tyntesfield 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 anti-bullying 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.

3. Whole School Strategies to promote kindness

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

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 unkind behaviour before it becomes an issue.

- Actively developing a kindness ethos in school where we are 'proud' that unkind behaviour 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
- Education of what kindness is, looks like and feels like through Wellness Wednesdays

- Promotion of kindness through Wellness Wednesdays
- Pupil Gratitude journals
- Peer support will be strongly emphasised: children will be taught how to effectively support a child and how to resist “Joining in” with unkind behaviour.
- Positive action to promote kindness and discourage unkind behaviour 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

Refer to Relationships Education policy and PSHE policy where children are specifically taught through the curriculum about bullying and persistent unkind behaviour.

4. **Procedures for Reporting and Responding to unkind behaviour**

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 unkind behaviour, in all its forms, will not be tolerated.

Incidences of bullying are often complex and need to be dealt with appropriately, sensitively and firmly. All of our pupils should feel that they can approach an adult, usually their class teacher, but it could be any adult in the school with whom they feel comfortable.

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.

Unkind behaviour (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.

In the first instance, where a Right and Responsibility is broken, the member of staff must follow our school *Behaviour Policy*.

Where an incident of reported unkind behaviour/bullying occurs, this must be reported to the classteacher and recorded on CPOMS.

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

5. **Responding to Bullying Incidents**

(See Procedures for Addressing Bullying Flowchart)

How the school responds to specific allegations of unkind behaviour:

Intervention - will be necessary when the unkind behaviour of some makes life difficult or distasteful for others. It is mandatory that cases of severe unkind behaviour – whether by

deed, word, telephone, text messaging, e-mail, group exclusion or harassment – should be reported to the Head of School.

Counselling - can involve both the perpetrators of unkind behaviour 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 Head of School may exclude from the community those who have chosen to isolate themselves from it by continued unkind behaviour, by a single act of severe unkind behaviour or by an unrepentant attitude which makes it impossible for them to profit any further from Tyntesfield's 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. SEVEN STEPS APPROACH – This approach is only used with the consent of the victim and the victim's parents.

At our school we believe that it is important for us to stop unkind behaviour 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 unkind behaviour does to people and to stop pupils from participating both actively and passively in unkind behaviour.

Step one- Interview with the victim.

When the teacher finds out that unkind behaviour 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 unkind behaviour.

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 he/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 he/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. He/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

The Governing Body supports the Head of School in all attempts to eliminate unkind behaviour from our school. This policy makes it clear the Governing Body does not allow unkind behaviour to take place in our school and that any incidents of unkind behaviour that do occur are taken very seriously and are dealt with. The Governing Body will monitor incidents of unkind behaviour via the Head of School's reports and will respond to any request from a parent to investigate allegations of unkind behaviour which will be investigated via the Head of School / Senior Leadership Team who will report back within ten days.

8. The role of the Head of School

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 unkind behaviour. The Interim 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 unkind behaviour 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 unkind behaviour.

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

9. The role of the Teaching Staff

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 unkind behaviour. All staff in our school takes all forms of unkind behaviour seriously and intervene to prevent incidents from taking place. If adults witness an act of unkindness or unkind behaviour 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 via CPOMS 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

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 unkind behaviour 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 Kindness 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.

General Principles

1. Bullying is wrong and damages individual children.
2. We do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.
3. All allegations will be carefully investigated.
4. Pupils, parents and staff will be encouraged to talk openly about the issue.
5. As a part of the curriculum, greater understanding of bullying in all its forms will be developed.
6. Children will be taught strategies to help them deal with bullying situations that they may encounter.
7. Staff will respond calmly and consistently to allegations or incidents of bullying.

8. The school will protect and support all parties during school/extra-curricular time and on school premises whilst issues are resolved.
9. Incidents can occur both in and out of school.

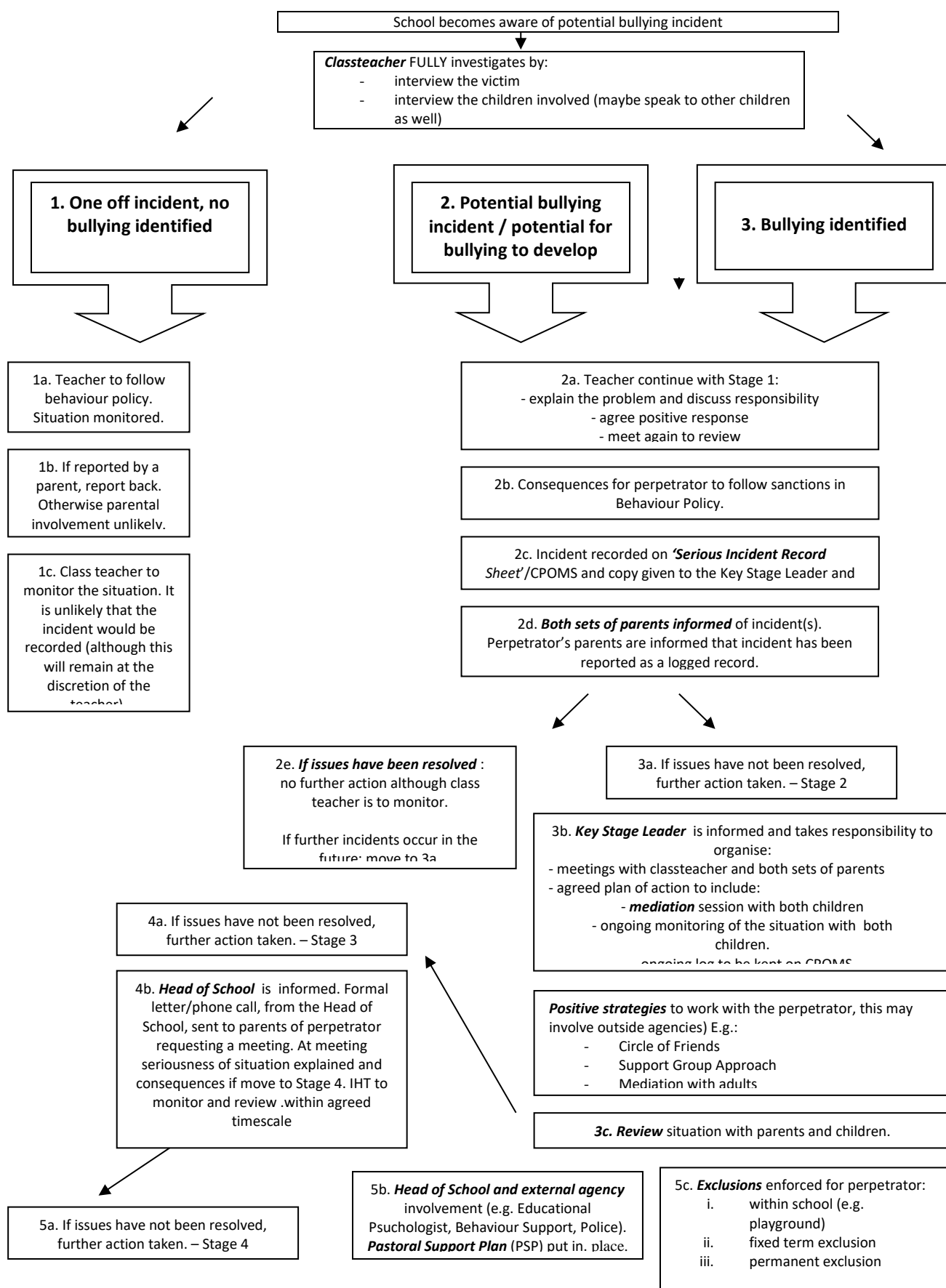
Symptoms of bullying

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 Behaviour



A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



ARTICLE 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)

Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure children's rights are protected, including:

ARTICLE 45

Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography; the Optional Protocol on the involvement of children in armed conflict; and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to unicef.org.uk/crc/lop