



Fitzjohn's Primary School

Anti-bullying Policy

Reviewed: September 2023

Date for review: September 2024

1 INTRODUCTION

Mission Statement: To provide an environment where everyone can succeed.

1.1 Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively. Similarly, bullying behaviour by an adult towards any pupil, staff or parent will not be tolerated.

1.2 Objectives of this Policy

To ensure that:

- All governors, teaching and non-teaching staff, pupils and parents/carers have an understanding of what bullying is.
- All governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/carers know what the school policy is on bullying, and what they should do if bullying arises.
- Bullying is taken seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying is not tolerated.

2 DEFINITION

Bullying is a deliberate act done to cause distress solely to give a feeling of power, status or other gratification to the bully.

It is regular and ongoing.

Bullying can take many forms and can be short term or continue over years. It can take the form of physical, verbal or psychological attack of a more subtle nature. It can occur between children, and between adults and pupils. It generally falls into one or a combination of the following categories:

- *Physical:* unprovoked assault on a person or group including pushing, kicking, hitting, pinching, any form of violence
- *Psychological:* reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them
- *Social:* Ostracism/ rejection by peer group
- *Verbal:* Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistent teasing
- Internet or mobile phone bullying
- Other – could include interference with personal property, extortion etc

In addition to children bullying each other, bullying in schools can take place between adults and pupils and between adults.

2.1 Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. 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 promptly and effectively to issues of bullying.

3 PREVENTION

3.1 Context

Bullying occurs at every school. We believe that establishing and maintaining an ethos where children feel secure, are encouraged to talk and are listened to is vital for the prevention of bullying. This means ensuring that children know that there are adults in the school who they can approach if they are worried or in difficulty also, we include activities and opportunities which equip children with the skills they need to stay safe from bullying. E.g. PSHE scheme of work, Values assemblies

3.2 The Role of the Governors

- The governing body supports the head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the School's Complaints Procedure.

3.3 The role of the head teacher

- It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The head teacher and deputy head ensure that all children know that bullying is wrong. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

3.4 The role of the teacher and support staff

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

- If staff suspect a child is being bullied they will refer it to the head teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the headteacher informs the child's parents.
- The Headteacher maintains an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. We may then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proven ineffective, the head teacher may contact external support agencies, such as the Behaviour Support team or social services.
- All members of staff will receive training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

3.5 The role of parents

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Parents are asked to sign the Home-School agreement when a child starts school.

3.6 The role of pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

3.7 Whole School Ethos

We are committed to providing children with the relevant social skills and understanding which will lessen the opportunities in which bullying may occur. However, where bullying does occur, we are dedicated to providing a positive outcome for all parties involved. This whole school approach is apparent in our PSHE and SEAL schemes of work and in the implementation of our behaviour policy.

This is what we do to prevent bullying:

- have a set of clear school rules which prohibit bullying
- encourage the children to have respect for others
- show and tell the children what kind of behaviour we expect
- ensure that staff model good behaviour and communication skills, with pupils and adults in the school
- reward good behaviour
- value each child as an individual
- talk about bullying behaviour
- encourage children to talk and listen
- practice ways of expressing our feelings and sorting our problems
- take all reports of bullying behaviour seriously
- follow a week of themed activities during national anti-bullying week
- listen to parents and carers
- monitor places where bullying may occur
- work to improve playtimes and playgrounds

4 SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous or jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

5 PROCEDURES

5.1 Procedures to follow when bullying is reported

If a child is being bullied, or if a friend or adult suspects that they are being bullied:

1. Report bullying incidents to staff. The first person to talk to would be the class teacher or teaching assistant, although any member of staff that the child or parent/carer feels comfortable with can be approached.
2. We then follow the process indicated below:

Step one: *interview with the victim. When a staff member finds out that bullying has happened s/he starts by talking to the victim about what has happened and her/his feelings. Notes are taken.*

Step two: *convene a meeting with the people involved. The staff member 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 bullying.*

Step three: *explain the problem. S/he tells them about the way the victim is feeling.*

Step four: *share responsibility. The staff member states that s/he knows that the group/individual is responsible and can do something about it. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.*

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 staff member gives some positive responses. The bully is expected to apologise for their actions and talk about how they can resolve the situation.*

Step six: *leave it up to them. The staff member ends the meeting by passing over the responsibility to the group to solve the problem. S/he arranges to meet them again to see how things are going.*

Step seven: *meet them again. About a week later the staff member discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.*

The bully may face sanctions as part of the process.

1. All parents/carers will be informed and may be asked to come in for a meeting to discuss the problem.
2. If necessary and appropriate, police will be consulted.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

6 MONITORING AND REVIEW

Monitoring and review

- 6.1 This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on request about the effectiveness of the policy.
- 6.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by discussion with the head teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist, sexist or homophobic bullying, or bullying directed at children with disabilities or special educational needs.

6.3 This policy will be reviewed every two years, or earlier if necessary.

7 HELP ORGANISATIONS

| | |
|-------------------------------------------|------------------------------------------------------------|
| Advisory Centre for Education (ACE) | 020 7354 8321 |
| Children's Legal Centre | 0845 345 4345 |
| KIDSCAPE Parents Helpline (Mon-Fri, 10-4) | 0845 1 205 204 |
| Parentline Plus | 0808 800 2222 |
| Youth Access | 020 8772 9900 |
| Bullying Online | www.bullying.co.uk |

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

This is a definition of bullying that could be read to children

(Olweus 1991)

“A pupil is being bullied or picked on, when another pupil or group of pupils says nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one talks to them and things like that. These things can happen frequently and it is difficult for the pupil to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way.

However if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.”

Safeguarding/Bullying Incident form

| | | |
|----------------------------------|--|-----------|
| Date & time: | | Location: |
| Pupil harmed/bullied | | Class: |
| Perpetrator's name | | Class: |
| Name of witness (if applicable): | | |

Incident – please tick the type of incident:

| | <i>Racist</i> | <i>Sexist</i> | <i>Homophobic</i> | <i>SEN/Disability</i> | <i>Other</i> |
|---------------------------------------|---------------|---------------|-------------------|-----------------------|--------------|
| <i>Physical</i> | | | | | |
| <i>Verbal</i> | | | | | |
| <i>Social Exclusion (with intent)</i> | | | | | |
| <i>Damage / theft of property</i> | | | | | |
| <i>Bullying</i> | | | | | |
| <i>Online</i> | | | | | |

Background to the incident/accident:

Factual description of the incident/accident:

Immediate action taken by you:

ACTION TAKEN

| | |
|-----------------------|----------------------------------------------------------------------------------------------------------------------|
| Class Teacher: | <u>Record action taken:</u> Follow up with pupil: Follow up with class team: Follow up with parent: |
|-----------------------|----------------------------------------------------------------------------------------------------------------------|

Parents telephoned by: _____ Spoke to: _____
Time: _____

Outcome of conversation (please give brief description):

FOLLOW UP ACTION:

Behaviour Team: _____ Date: _____

Action taken:

FOLLOW UP ACTION:

SLT: _____ Date: _____

Action taken:

Reported to Governors: YES NO

**Fitzjohn's Primary School
Bullying Incidents Monitoring Form - Confidential**

| Date reported | Reported by | Name of victim | Name of perpetrator | Type of bullying | Both parents informed | Action taken | Resolved and checked (date) |
|---------------|-------------|----------------|---------------------|------------------|-----------------------|--------------|-----------------------------|
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Types of bullying

| | |
|---|------------------|
| 1 | Physical |
| 2 | Verbal |
| 3 | Social exclusion |
| 4 | Damage/theft |
| 5 | Online or phone |