

Anti-Bullying Policy

Furneux Pelham CE Primary School



Roots to grow,
Wings to soar.

Approved by:

CPW Committee

Date: January 2024

Next review due by:

January 2025

This policy should be read alongside our Positive Behaviour Management Policy, Exclusion Policy and the document Preventing and Tackling Bullying DfE July 2017.

In this school we are committed to:

- Providing a caring and nurturing environment where children, parents and staff feel happy, confident and safe.
- Being welcoming and approachable so that children, parents and employees feel able to speak to members of staff if they have concerns about bullying involving themselves or others.
- Taking all concerns about bullying seriously and investigating the reported incident(s).
- Supporting children in taking responsibility for their own actions.
- Giving children confidence to be assertive and be able to say “Don’t do that. I don’t like it”.

We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What is bullying?

In the government document, Preventing and Tackling Bullying: Advice for Academy Leaders, Staff and Governing Bodies, (July 2017), it states that: *“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally, and involves an imbalance of power”*.

This alludes to 3 key points:

- 1 – The behaviour is **repeated** – doing something more than once
- 2 – The behaviour is **intended to hurt others** - to cause the 3 U’s – causing others to feel upset, uncomfortable or unsafe
- 3 – There is an **imbalance of power** between the perpetrator/s of bullying and the target.

Bullying can be – VIP:

Verbal bullying is the repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others, e.g. using hurtful words, discriminatory or offensive language, or swear words.

Indirect bullying is the repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone’s property, or cyberbullying.

Cyberbullying is the repeated, negative use of technology to intentionally hurt others e.g. posting unwanted pictures or messages, accessing another person’s account without permission, creating fake accounts to impersonate or harass someone, and sharing other people’s private information online.

Physical bullying is the repeated, negative use of body contact to intentionally hurt others, e.g. kicking, punching, slapping, inappropriate touching, or spitting.

We are alert to all forms of bullying including those related to ethnicity, gender, religion and culture, homophobia, special educational needs and disabilities. Bullying may also be sexual in nature and may include unwanted physical contact or sexually abusive comments.

Bullying is not:

It is not bullying when children have an occasional disagreement which is quickly resolved with (or without) adult intervention. However, if a child feels they are being bullied, this must be dealt with as the perception of bullying can be as distressing as actual bullying.

When dealing with an issue, it is important to understand that bullying is not the occasional incident of falling out with friends. It is not one-off name-calling or a one-off joke or physical incident. Bullying is repeated – it is done several times and on purpose.

As with any relationships and interactions, children do fall in and out of friendships and they can use unpleasant words when they are upset or angry. It is not classed as bullying when these issues arise occasionally. Bullying occurs when there is an imbalance of power and is therefore different from conflict between friends.

An important part of development is learning to deal with conflict and the breakdown of friendships. As part of our aim to help children to become resilient, children must learn how to deal with these situations themselves and to develop social skills to repair relationships. Girls on Board is used to support girls, in particular, with dealing with conflict and to give them the skills to deal with friendship issues themselves.

Why is it important to respond to bullying?

Bullying hurts and is considered to be a safeguarding issue. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and be free from the emotional harm that bullying causes. It is our responsibility to support children who are bullied and educate those who engage in bullying behaviour to behave in a healthier, safer and more respectful way.

We have a responsibility to all our pupils to respond promptly and effectively to issues of bullying or perceived bullying.

Possible signs and symptoms

The following behaviours may be an indication that a child is being bullied:

- Fear of walking to or from school.
- Becoming withdrawn and distressed.
- Refusing to go to school.
- Concentrating less in class.
- Having possessions go missing regularly.
- Comes home with damaged belongings.
- Asks for money or steals money.
- Comes home hungry because snacks or packed lunch has been taken.
- Stops eating.
- Becomes aggressive or disruptive for no apparent reason.
- Being reluctant to go out to play.
- Displaying issues sleeping or having nightmares.
- Beginning to hurt or bully others for no apparent reason.
- Having unexplained injuries.
- Wetting the bed.
- Being frightened to say what is wrong.

These signs are not exhaustive and could indicate other problems, but bullying should be considered as a possible cause of these behaviours.

Roles and Responsibilities

Suspected bullying should never be ignored and all forms of bullying should be taken seriously with intervention to prevent incidents from taking place.

It is the role of staff to:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others.
- Avoid making assumptions about events or individuals.
- Listen carefully to all accounts and investigate as fully as possible.
- Talk to the child about any incident and reassure them that telling was the right thing to do.
- Follow-up incidents, checking that bullying has not resumed.
- Use of a range of teaching and learning styles and strategies which challenge bullying.
- Act as a role model for children in their relationships and interactions with adults and children.
- Do all they can to support the child who is being bullied, ensuring that they find time to allow children to talk about any concerns.

It is the role of the Headteacher to:

- Implement the anti-bullying policy and ensure that all staff are aware of this policy and know how to deal with incidents of bullying.
- Maintain a record of bullying incidents and report to the governing body in a termly report.
- Ensure that every child knows bullying is wrong and that it is totally unacceptable behaviour. This may be done as a planned exercise or when opportunity arises, through assemblies or in PSHE lessons, for example.
- Promote positive, prosocial behaviours through celebrating success and therefore minimising the likelihood that bullying might occur.
- Inform parents if their child has been involved in bullying, whether as a victim or perpetrator and work with parents to support the child.
- Ensure all staff receive regular training on how to identify bullying and appropriate intervention techniques.
- Ensure the curriculum offers regular opportunities for children to understand the implications of bullying and the appropriate action to take.

It is the role of governors to:

- Support the Headteacher in all attempts to eliminate bullying from the school.
- Monitor incidents of bullying that occur and review the effectiveness of this policy.
- Require the Headteacher to keep accurate records of all incidents of bullying.

The role of parents in bullying:

At Furneux Pelham School, any concerns raised regarding a child being bullied will be taken seriously. The concerns will not be dismissed without further enquiries being made. Forms which focus further enquiries may be used to focus discussions with parents so that there is a record of the concern and further actions can be recorded.

Parents of a bullied child should:

- Support their child – talk to them about any incidents and reassure them that telling is the right thing to do.
- Make a note of what their child says.
- Make it clear to their child that, if any further incidents occur, they should tell a teacher or another member of staff straight away.
- Make an appointment to speak to the Headteacher or Senior Teacher as soon as possible.

Parents who suspect bullying or whose child has been bullied will not take matters into their own hands.

If, after investigation, bullying is confirmed, parents of a child who has been bullying should:

- Discuss the issue with the Headteacher or DSP and agree a course of appropriate actions or sanctions in line with the school's behaviour policy.
- Talk to their child and explain that bullying is wrong and hurts others.
- Regularly discuss with the child how things are going at school.
- Praise and encourage the child when they are being kind and considerate to others.

The role and responsibilities of pupils in the school

Victims and witnesses of bullying should know that it is 'ok to tell'.

Pupils will do their best to:

- Tell an adult (e.g. parents, other relation, Headteacher, teacher, teaching assistant, family worker) or go with a friend to tell an adult if they are a victim of bullying.
- Have a responsibility to tell an adult (e.g. parents, other relation, Headteacher, teacher, teaching assistant, family worker) if they witness bullying.
- Try to resist being bullied by standing up for their own rights in an assertive but non-violent way.
- Never bully another child in the school.

Incidents of bullying may be reported by:

- A parent / carer of a child who is being bullied
- A child who is being bullied
- Other children not directly involved in the bullying
- A member of staff.

Procedures to follow if an incident of suspected bullying is reported:

All claims of bullying are taken seriously and investigated promptly. If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class teacher should be informed as soon as possible.

The member of staff should speak to the child / children involved. This may be on an individual or group basis depending on the teacher's / member of staff's interpretation of the incident. The member of staff involved should try to ascertain the true details by:

- Taking the incident seriously
- Keeping calm – never over-react but act with calmness and fairness, even while showing displeasure with the child's / children's behaviour
- Listening to both / all sides of the reported incident
- Reassuring the victim
- Making sure that all parties involved understand what behaviour / action is being disapproved of and why
- Being seen to treat all parties fairly and with a consistent approach.

All suspected incidents of bullying should be reported to the Headteacher. The Headteacher will investigate the incident and establish, through interviews and observations, whether the incident is classed as bullying.

The bullying incident report form should be used as a focus of the investigation so that there is a clear record of the concern and of immediate action to be taken by school staff.

This report should include:

- Who was involved
- Where and when the event(s) happened
- What happened
- What action was taken
- How action was followed up

The parents of all children involved in the incident would be informed at this stage. We expect parents to engage and work with the school in supporting their child.

The form will indicate the judgement, by the Headteacher, as to whether the issue is bullying or not. If parents have reported the incident, they will be informed within ten school days whether the school has judged the incident to be bullying and the actions that are to be taken.

If, after investigation, bullying is confirmed, parents of a child who has been bullying will:

- Discuss the issue with the Headteacher or DSP and agree a course of appropriate actions or sanctions in line with the school's behaviour policy.
- Talk to the child and explain that bullying is wrong and hurts others.
- Regularly discuss with the child how things are going at school.
- Praise and encourage the child when they are being kind and considerate to others.

Actions which may be taken when bullying occurs:

- Establish and carry out an appropriate consequence for the perpetrator(s).
- Keep all relevant staff fully informed about the incident and about all subsequent action.
- Inform parents of victim and bully.
- Expect all staff to 'keep an eye' on the bully and victim, especially at break and lunch times.
- Monitor the situation regularly, including talking to the victim, to ensure the bullying has stopped.
- Invite parents into school to discuss the situation if their child is repeatedly involved in unacceptable incidents.
- Contact external agencies for advice and support in more extreme cases where the above has proven ineffective.
- In extreme cases, a period of suspension may be necessary.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss their experience and feelings with a member of staff.
- Reassuring the pupil that bullying is not acceptable and that they did the right thing by telling.
- Trying to ensure that they feel safe.

- Asking them to report immediately any further incidents to a member of staff.
- Offering continuous support.
- Restoring self-esteem and confidence.

Children who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing, the need to change and taking responsibility for their behaviour.
- Informing parents or carers to help change the attitude and behaviour of the pupil.
- Working with outside agencies where appropriate.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies, Anti-Bullying Ambassador training, Protective Behaviours training and in different subject areas, as appropriate and in an attempt to eradicate such behaviour.

Incidents of bullying outside the school's premises

Our school will take seriously any incident of bullying taking place outside school and involving our pupils. We will encourage victims 'not to suffer in silence'.

We may:

- Talk to the local police about the problems within the Community.
- Talk to other Headteachers of schools whose pupils are involved in bullying off the premises.

Whilst we advise that children in our school are likely to be below the age restrictions, bullying can also take place via text messages, social media and other means of 'cyber communication'. This often happens out of school hours but has implications for the pupils involved when they are in school. We would always talk to pupils and parents about the issues and take their concerns seriously. Children are not allowed to bring their own mobile phones to school.

Prevention of bullying

We encourage a positive approach to the prevention of bullying through cross-curricular activities, religious education, assembly themes, circle time, personal, social and health education and citizenship. Our curriculum is underpinned by three curriculum drivers, one of which is 'celebrating diversity' – through this driver we educate children about difference and its value in life.

During playtimes, we maximise opportunities for children to be involved in organised play such as clubs run by Year 6 pupils and lunchtime coaching sessions for football and other sports.

We consider the school environment and remove areas where children feel unsafe, or pupils are hidden from the view of supervisors.

We provide opportunities which encourage children to talk about and explore their feelings both 'good' and 'bad' and to experience 'empathy' – understanding other people's feelings. Activities include

- Stories, class discussions and assemblies.

- Role play/drama
- Using circle time (shared class opportunity for children and teacher to talk together) to build positive behaviour and promote self-esteem.
- Promoting and teaching e-safety

We promote an understanding of friendship through:

- Co-operative work / play situations in and out of the classroom.
- Links between year groups encouraging a caring attitude e.g. helping younger children in the dining hall, playground, finding their way around school, paired reading, etc.
- Use of story books and poems that talk about and illustrate friendships.
- Understanding of friendship through RE.
- Learning about yourself and others through the science syllabus.
- Use playground equipment to give constructive activity during break times.

A therapeutic approach to behaviour management is taken in our school – positive, prosocial behaviours are promoted through celebrating success. (See Positive Behaviour Management Policy).

The school actively engages with external agencies such as the The Diana Award, with whom a team of Anti-Bullying Ambassadors have been trained. The Anti-Bullying Ambassadors work with senior members of staff to share their understanding of bullying and how to report it, with their fellow pupils. The ambassadors have opportunities to devise their own campaigns and lead assemblies, as well as being a listening ear and observant eye around the school.

As a whole school, we promote national anti-bullying week through specific teaching, circle times, activities and assemblies. Key information and children’s learning is shared with parents and with the local community.

We foster a nurturing environment in which children will feel secure to tell an adult if they are being bullied.

Other key terminology linked with aspects of bullying:

Banter:

At times it can be claimed that hurtful comments are only “banter”. Banter is defined as verbal communication between groups of equal power, not the intentional misuse of power to upset another person. However, describing behaviour as “banter” can cause actual cases of bullying to go unreported and be dismissed as insignificant and we educate the pupils about this throughout our curriculum. Pupils and staff at Furneux Pelham School do not dismiss bullying as “banter”.

Child-on-child Abuse:

Keeping Children Safe in Education (September 2023) places emphasis on the duty for schools to guard against the negative impact on children’s welfare, happiness and development, caused by child-on-child abuse.

Staff at the school consider that:

- Children are vulnerable to abuse by other children. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures
- Children can abuse other children. This can include (but is not limited to): bullying, online bullying, prejudice-based and discriminatory bullying, sexual violence and sexual harassment, physical abuse, teenage relationship abuse, sexting/ sharing youth produced sexual imagery, and initiation/hazing type violence and rituals. (KCSIE 2023)

Staff follow a zero tolerance approach. They do not dismiss abusive behaviour as normal between young people and will not develop high thresholds before taking action.

Sexual Harassment

Sexual violence and sexual harassment between children in schools and colleges (September 2021) states that when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and face-to-face and both inside/outside of school. Sexual harassment is likely to: violate a child's dignity, make them feel intimidated, degraded, or humiliated. Examples of sexual harassment include: sexual comments, sexual jokes, physical behaviour eg deliberately brushing past someone, online sexual harassment, sharing of nude/semi-nude images and videos, upskirting (criminal offence).

Monitoring and Review

Monitoring, Evaluation and Review of this policy will take place annually as part of the view of our behaviour policy.

This will include the Headteacher reviewing incident forms on a regular basis and identifying concerns. The Headteacher will report termly to governors and staff about the effectiveness of the policy. The school's Bullying Incident Forms are attached to this policy along with a list of supporting organisations who can offer guidance.

Appendix 1: Alleged Bullying Incident Report Form

Target name:	Age:	Year group:	Class:
Ethnicity:	Gender: M/F	SEN Stage:	
Home language:	Looked-after child: Y/N	Young carer: Y/N	
Member of staff to whom the incident was reported:			
Date of incident:		Time of incident:	
Location of incident:			
Target's account/ concern of parents/carers:			
Alleged perpetrator's name:	Age:	Year group:	Class:
Nature of the incident including details of any injury or damage to property:			
Type of behaviour displayed/experienced: (Please Tick)			
Isolation /being ignored or left out		Possessions taken or damaged	
Physical /being hit or hurt		Forced into actions against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		Written	
Cyber (On-line, social media, email, text, posting photos/videos)		Malicious gossip	
Other (please specify)			

Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	
Religion		Sports ability	

Parents/carers of alleged target(s)			
Date informed:		Time informed	
Alleged perpetrator's account of the incident:			
Name:	Age:	Year gp:	Class:
Parents/carers of alleged perpetrator(s)			
Date informed:		Time informed:	
Bystanders/witnesses' account of the incident:			
Witness name:	Age:	Year group:	Class:
Account:			
Action taken			
Details of immediate action taken:			
Monitoring of action taken and details of follow up and longer term action taken			

Form completed by:	Date:
Outcome of: bullying/ bullying Please delete as appropriate	

Appendix 2: Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” November 2014 - <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: [No Health Without Mental Health: a cross-government outcomes strategy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/no-health-without-mental-health)
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srrtc.org/educational