Fourlanesend Primary School
Anti-Bullying Policy

1 Aims

1.1 To ensure that the whole school community understands that bullying is not acceptable in our school and will not be tolerated so that everyone in the school can ensure learning takes place in a safe, supportive, caring environment.

2 Rationale

2.1 This policy aims to clearly set out our beliefs, awareness and actions that we will take to address any bullying issues at our school.

2.2 Our school defines bullying as follows:

"Bullying is when a person, or people, over a period of time make you:

- Feel 'badly different', alone, unimportant and/or unvalued
- Feel physically and/or mentally hurt or distressed
- Feel unsafe and/or frightened
- Feel unable to do well and achieve
- Feel unable to see a positive future for yourself"

2.3 We recognise that we are responsible only for incidents of bullying which occur on school premises. However we will also be concerned about pupil welfare and conduct outside school and address issues that arise when reported to the school.

2.4 We will ensure that everyone in the school community is aware of the policy and knows their role in implementing it (adults listening and acting when told, children reporting it if they see it happening to someone else etc.)

3 Objectives

3.1 Our objectives for this policy are to ensure that:

- Staff to be fully aware of bullying as an issue and a concern of children
- Staff to be vigilant / responsive
- Children trust adults to respond and so are willing to report being bullied
- For children to better understand the role of the 'bystanders' i.e. more likely to intervene / report to adult
- To have establish clear procedures to be followed in cases of bullying

4 Key themes in our approach

4.1 We believe in the concept and practice of mutual respect to all individuals, it is a fundamental value of our School (see SMSC policy) We acknowledge the individual's rights and the responsibilities that go with them. These include:

- The right to be listened to and the responsibility to listen to others;

• The right to feel safe and secure and the responsibility to look after the safety and security of others;
• The right to learn and to teach, and the responsibility to help others do so.
• As such, all forms of bullying are unacceptable in the school.

5 Strategies for the Prevention of Bullying

5.1 We aim to have a proactive approach to teaching and learning will help to engage children in learning, build self esteem and make children part of the school learning team. We shall consider different learning styles and provide a curriculum that aims to be of interest to all pupils.

5.2 We recognise that the example that is set by adults in their relationships with other adults and with children will have a great effect on the way that children behave towards others.

5.3 We raise an awareness of bullying and its effects both on the victim and on the bully through circle time, assemblies (including pupil voice), workshops, roleplay, stories, promotion of anti-bullying week and discussion with individuals. This may include direct exploration of bullying related issues as well as diversity awareness-raising work. Such work is regularly embedded in the curriculum, to keep it high profile.

5.4 By raising awareness and having a strong anti-bullying ethos we aim;
• to create a culture where bullying is not accepted and does not happen
• to encourage those who are bullied to tell an appropriate person
• to support individuals to deal with bullying
• to support individuals to respond to bullying

5.5 Our curriculum is fully inclusive of the strands of equality and, through such inclusion, we encourage open questioning and exploration of each individual strand. We believe that by creating such an ethos, bullying is less likely to occur as children are routinely taught that difference of all kinds is not something to be feared, but something to be embraced, valued and celebrated.

5.6 All of the strategies which are set out in our Positive Behaviour Policy to promote good behaviour will help to prevent bullying.

5.7 We actively promote co-operative behaviour through circle time, group work, Anti-Bullying week, class behaviour book, class, weekly pupil voice assembly, regular School Council meetings, promoting our values throughout the schools to encourage positive behaviour and pupil created posters to promote awareness.

5.8 The development of a caring, supportive and trusting relationship between adults and children will help to prevent incidents of bullying. Members of the school community need to feel confident that reported incidents will be appropriately responded to and will be taken seriously. Toot Toot to be used with KS2 as another reporting method.

5.9 All adults within the school have an important role to play in the prevention of bullying:

• Any person may act to prevent situations which they see arising. Members of the school will be made aware of the important role and responsibilities that they have in spotting inappropriate behaviour or language and in reporting to key members of staff. Children will be taught to report and support individuals who may be being bullied.

• Where necessary a playground buddy may be appointed to work with a named child to encourage good play or intervene where children are being unkind or when a child needs a friend.

• Relevant access to outside agencies and support will be provided where necessary and certain helpline numbers (e.g. Childline) will be constantly available throughout the school.

5.10 We appreciate that some children find it very difficult to maintain and build appropriate friendships, and we will endeavour to teach such individuals these vital skills through specific teaching that promotes positive relationships. However again we endorse the view that the most powerful influence is what the children see around them as a model for good relationships and behaviour.

5.11 We will continually evaluate our provision at playtime, in order to encourage appropriate behaviour and build positive relationships during unstructured times.

5.12 We follow the School Values which reflect this approach.

6 Resolving conflicts

6.1 When conflict does occur between children then the following procedures are followed:

1. Listen to all the parties concerned individually (link to British Values) or collectively and record important details in a brief report. Use open questions and deal with the primary behaviour.
2. Assure the children that the situation will be dealt with until it is resolved.
3. Make children aware of the consequences of their actions and the school rules they have disregarded.
4. Offer appropriate pastoral support or mediation to pupils.
5. Take the necessary action in line with the informing other relevant adults in and out of school as appropriate (e.g. class teacher, senior teacher, parent/carer, lunchtime supervisor etc.)

7 Reporting and Recording Bullying

7.1 Children will be made aware that they must report incidents of bullying towards themselves or others to an adult (whether they are a victim or witness), including through the use of Toot Toot. Parents will be reminded to

report any concerns that they have. The slogan: Don't Suffer in Silence is useful here.

7.2 Support staff will refer incidents of bullying to a teacher or the Headteacher.

7.3 Reports of bullying among staff should be promptly reported to the Headteacher/whistle-blowing governor who will act or offer advice accordingly (link to whistle blowing policy).

7.3 Children and parents will be reminded that all reports of bullying will be listened to, investigated and, if necessary, acted on according to our policy.

7.4 It is essential that all bullying incidents of a phobic/ racist/ disablist nature are recorded in writing immediately in accordance with guidance provided by the Equality and Diversity Service. A copy of any such report must be given to Mrs Norton or in her absence, Mrs Ferguson.

7.5 We record all incidents of bullying via the Bullying and Diversity Incident log book. Statistics from this log are reported each term by e-mail. It is the Headteacher's responsibility to ensure that this is done.

8 Responding to Bullying – Children who exhibit bullying behaviour

8.1 If bullying does occur, the child/ children exhibiting such behaviour will be made aware that bullying will not be tolerated.

8.2 Key points in our response to bullying will be:

• never to ignore reported or suspected bullying

• not to make assumptions or come across towards a victim as judgemental

• to listen carefully to all accounts (sometimes a written account will be more revealing)

• to adopt a problem solving, pro-active approach

• to follow up repeatedly

8.3 The response will depend on the severity of the incident. The response may include:

• discussion between adult and children involved

• questioning of all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened.

• Note taking and record keeping where appropriate.

• a problem solving approach, where children find their own solution through discussion with a teacher present, if this is considered appropriate by the victim.

• class discussion in circle time (no names)

8.4 We believe that all children, regardless of the apparent actions, have the right to be heard and to explain their 'side of the story' without any kind of pre-judgement. Therefore it is vital that staff do not make judgements of any

kind about children until an appropriate process has been undertaken and as many facts established as possible.

8.5 If bullying persists further strategies will be adopted:

• sanctions as those listed in our behaviour for learning policy

• discussion with parents, both to inform parents and to find a way forward together

• involvement of external agencies

• part time or temporary exclusion

• permanent exclusion (as a last resort, after all other routes have failed or as a response to an incident of extreme severity) in line with our Positive Behaviour Policy.

8.6 We must remember that for a child who uses bullying behaviour this can often be the only identity in which they feel comfortable and secure. Such children can often wish to be more socially acceptable models, but can find it is increasingly difficult to step away from their position as 'the bully'. We must ensure that this myth of identity is not perpetuated by staff or by children. When incidents of bullying have occurred, we must support all those involved. This should include allowing each child ways in which to adopt a more successful and purposeful role and identity within the school community.

9 Responding to Bullying – Supporting children who experience bullying

9.1 Children must be made aware that they will be supported and taken seriously if they report bullying.

9.2 Children should be made aware that they do not 'deserve' to be bullied. We will endeavour to teach the children a variety of anti-bullying techniques which they can use in key situations and to reinforce the individual self-esteem and self worth of children at all times.

10 Dealing with racism

10.1 In line with the school's aims, we are working to create an ethos of respect for ourselves and those around us, and therefore racial harassment of any kind will not be tolerated.

10.2 Sanctions will be determined by the nature of the harassment.

10.3 Any racism will be reported to the Headteacher and a report written.

10.4 The Headteacher will then act in accordance with the LA Guidelines on reporting incidents of Racial Harassment.

11 Bullying amongst Staff

11.1 We recognise the seriousness of bullying in the workplace and the impact that this can have on whole-school relationships, moral and productivity. We cannot best support the children if the staff team is not working together as a team. We aim to support individuals who may be experiencing such bullying at work, and would endeavour to help them find ways to tackle bullying behaviour. This may include additional training, removal

of staff from certain environments, support from the school health champion, or re-assertion of job descriptions and roles. Bullying among the staff body should be immediately reported to the Headteacher/Whistle-blowing governor. If informal resolutions are unsuccessful, the formal disciplinary procedures will be used. Please see the staff handbook.

11.2 We recognise that such bullying among adults often manifests as seemingly negligible, low level psychological incidents, rather than more overt, physical bullying. We would encourage staff to remember that such repeated incidents do constitute bullying and should be dealt with, even if they appear comparatively minor.

11.3 It is important that we clearly give the message that anyone can be a victim of bullying and that our school is one that is proactive and exemplary in approach.

12 Roles and Responsibilities

12.1 Adults at school all have a part to play in preventing and responding to bullying. Expectation of all staff is explicit within the school handbook which has been signed by all staff annually. All have been consulted in the drawing up of this policy and should subscribe to it.

12.2 If adults become aware of bullying they must respond or refer the matter on to a teacher or the Headteacher who will respond.

12.3 Children must be made aware that they should report all incidents of bullying to an adult. This is their part of the responsibility to confront bullying together.

12.4 Adults at school must also be vigilant for signs of bullying that has not been reported. The victim may show signs including absence, anxiety, pains, and sadness.

13 Involving Outside Agencies

13.1 When strategies within school have little effect, or when additional support would be beneficial, outside agencies may be involved. This may also be used to raise awareness of general bullying issues or to gain specific input on prejudice or phobic/ racist bullying. These may include the Behaviour Support Service, the Education Welfare Officer or staff from the LA to provide bullying advice to schools in Cornwall.

13.2 Such groups will also be approached to provide staff training as necessary.

14 Bullying Outside of the School Premises

14.1 The school is not directly responsible for bullying outside of the school premises, however we do have a responsibility to do all within our power to ensure that children are safe on the journey to and from school. We aim to

influence children's attitudes to help to decrease incidents of our pupils bullying outside of school.

14.2 Pupils will be encouraged to tell an adult, family member or teacher, if they are bullied outside of school. Steps taken might include:

• discussion with parents of bully or victim
• talking to the local police
• talking to a representative of the playing field committee/ youth club committee and talking to teachers in school
• talking to pupils about how to handle bullying outside of the school's premises

15 Implementing the Policy

15.1 All staff, pupils, parents and governors have been consulted during the drawing up of this policy. The response to bullying needs to be consistent as set out in this policy. Everyone needs to be aware that:

• bullying will not be tolerated
• bullying should be reported
• bullying will be responded to.

15.2 Staff and pupils will need regular reminders of the policy over time to ensure that it is remembered.

15.3 The school will train and update staff as needed to ensure that Anti-bullying is understood and endorsed throughout the school.

16 Monitoring, Evaluating and Reviewing the Policy

16.1 The implementation of this policy must be monitored to ensure that it is being followed and that it is effective. This will be by all staff through the annual questionnaire and by children through the School Council and through discussion. The head teacher will then report back and act on any issues.

16.2 The effectiveness if the policy will be evaluated by staff discussion.

Fourlanesend Values:

- Respect and Responsibility
- Enthusiasm for Learning
- Confidence
- Honesty
- Kindness

These are integrated and embedded throughout the curriculum and life at Fourlanesend.

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