



Anti-Bullying Policy

Fellgate Primary School

Reviewed
May 2017

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Statement of intent

Fellgate Primary School is a caring school that aims to provide a high quality education to all our pupils within a secure and environment. We hope that they will leave us with confidence, positive memories and a value of their time at Fellgate Primary School.

Our aims are:

1) To provide a secure, caring and stimulating environment in which the school and the home are partners, and in which all children will be encouraged:

- To develop their potential as unique individuals.
- To develop an awareness of their own self-worth in order that they might become responsible and self-disciplined members of society.
- To become active and independent participants in the learning process.
- To develop self-motivation and pride in their work.

2) To provide education in line with national legislation and local authority guidelines

3) To plan and deliver a broad and balanced curriculum to enable all our pupils to develop their social, intellectual and physical potential.

4) To provide equal opportunities for all our children to develop and extend their social, intellectual and physical potential.

5) To provide equal opportunities for all our children to develop and extend their moral and cultural capacities, whilst fostering an awareness of, and respect for, the beliefs and practices of other communities.

Mission Statement

At Fellgate Primary School:

We are committed to quality learning. This best takes place in a happy, secure, stimulating environment in which everyone feels valued.

Our school community accepts that each person is an individual with unique needs and aspirations.

We aim to work together to ensure that all can achieve their full potential.

At Fellgate Primary School:

We RESPECT ourselves, others, and our environment.

We believe in EQUALITY OF OPPORTUNITY for all school community members.

We promote ACHIEVEMENT by providing quality education for all, and continually striving to raise standards.

We CHALLENGE ourselves and each other, to think, reflect to move forward and to expect the best for and of everyone.

We foster HONESTY AND FAIRNESS, with all taking responsibility for their actions.

Signed by:

Headteacher _____

Date: _____

Chair of Governors _____

Date: _____

Next review date: May 2018

Policy objectives

Fellgate Primary School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Fellgate Primary School will not tolerate bullying or intimidation in any way, shape or form, and will provide a framework that can be used to meet the demands of all but the most exceptional incident. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively.

It is important to us that all teaching and non-teaching staff should approach each situation consistently. This policy intends to help all staff deal in a consistent and effective manner with

any incidents of bullying which occur within the school premises and/or during school activities, which may from time to time require reference to out of school incidents.

Bullying hurts and no one deserves to be a victim of bullying. Everybody has the right to be treated with respect and this includes pupils reporting an incident that may not be perceived by an adult to be very serious.

Pupils who are bullying need to learn different ways of behaving. The staff of Fellgate Primary School have a responsibility to respond promptly and effectively to all issues of bullying, whether relating to victim/target, to perpetrator/bully or to bystanders who encourage the bullying activity by watching, doing nothing to help and/or by actively supporting the bullying act through shouting encouragement, recording the activity on a mobile phone etc.

The principles of the policy will be embedded into the philosophy of the Unit, however, due to the specialised needs of the children, the strategies and actions need to be unique to each child. These should be based on the knowledge of the child and the expertise of the adults.

- Everyone at Fellgate Primary School takes bullying seriously.
- Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- All governors, teaching and non-teaching staff, pupils and parents should have a common understanding of what bullying is and of a commonly agreed definition of bullying.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported. The policy should be included in the School Prospectus, new parents pack, the Staff Handbook and the school website.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.

Definitions

What is bullying?

Bullying is taken to mean the conscious and wilful systematic mental abuse, physical abuse or manipulation by one or more people against another person or people.

Bullying results in pain and distress to the victim and it usually leads to the lowering of the victim's self-esteem, fear, or actual physical harm.

The bullying act may be repetitive or else the fear of the victim may be that a single act may be repeated. It may last for a short period or go on for years. It is at times premeditated and often

opportunistic. Sometimes it is directed mainly towards one victim, and may occur serially or randomly.

Bullying is an abuse of power by those who carry it out and a bullying incident may be viewed as any incident that is perceived to be bullying by the target and should be treated accordingly. Staff may have not witnessed an incident but should take a child's word seriously and investigate further.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding things, threatening gestures) and using gestures which would intimidate psychologically
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on, the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, e.g., email or internet chat room misuse, mobile threats by text messaging or calls, social networking sites
misuse of associated technology, i.e. camera & video facilities

Signs and Symptoms

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus or taxi
- begs to be driven to school or an alternative form
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- self harms
- attempts or threatens suicide or runs away

- cries themselves to sleep at night or has nightmares, bed wetting
- 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 & jumpy when a cyber message is received
- wanting to stay indoors at playtime
- not wanting to move around school alone

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

Indicators of the characteristics of bullying

Can be mistaken for bullying but it is not bullying	Bullying where harm is intended	Criminal Activity
Playful teasing A one- off fight Rough and tumble or play fighting without real intention to cause damage	<u>PHYSICAL</u> Biting Hair pulling Hitting Kicking Locking in a room Pinching Punching Scratching Spitting Any other form of physical attack Damaging a person's property <u>NON-PHYSICAL</u> Abusive language Abusive telephone calls	Assault with a weapon Grievous bodily harm Seriously threatening to kill or harm Serious theft Sexual abuse Racial abuse

	Abusive texting Extorting money Intimidation/threats of violence Name calling Racist/sexist/homophobic remarks Sexually suggestive language Cruel remarks Spreading false/malicious rumours <u>NON-VERBAL</u> Direct- Mean faces/rude gestures Indirect- Manipulating/ruining friendships Systematically excluding, ignoring and isolating Sending often anonymous poisonous notes Videoing incidents Uploading video/photos onto social networking sites <i>Can be any one or a combination</i> <i>Bullying is usually repetitive</i>	Cyber Bullying (can be a criminal offence) Homophobic Abuse
Suggested School Action This should be handled sensitively by the school where appropriate eg. SEAL, Circle Time, Anti-Bullying posters etc but not treated as bullying	Suggested School Action This should be handled by the school	Suggested School Action This should be handled by the police or other appropriate authorities

(The Anti-Bullying Handbook Keith Sullivan Oxford OUP)

Procedures

Within the curriculum, bullying will be dealt with in Citizenship, and Personal, Social and Health Education, but may also be covered in other subjects, such as English and Computing.

In non-curriculum areas staff constantly supervise pupils and the respective member(s) of staff will deal with issues involving any bullying. This process of 100% supervision of pupils greatly reduces pupils' opportunities to either be a bully or to be bullied.

1. All bullying incidents will be reported and recorded by all staff involved as either witnesses or recipient of information
2. The bullying behaviour or threats of bullying will be investigated and dealt with appropriately
3. In repeated/serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, outside agencies will be consulted.

5. An attempt will be made, by the staff closest to the child (usually their classroom teacher or support) to help the bully (bullies) change their behaviour.

The above will be consistently applied by staff.

Practice

The staff will be made aware of:

- The school's standpoint on intolerance of any form of intimidating behaviour, from pupils or staff;
- The rewards and benefits system (age and child appropriate) which can be used to modify pupils' behaviour.
- The support available to incoming members of staff by more experienced staff in the identification of possible areas of interpersonal conflict within the context of Fellgate Primary School.
- The history of new enrolments relating to prior involvement in bullying as bully or victim. This measure is taken in order to protect the child from further involvement and must not be seen as prejudicial to the child's fair treatment.
- Their privileged position in the social hierarchy of the school and should be aware of their behaviour in the light of the highly vulnerable nature of the pupils.

The staff will take action in relation to bullying that may include:

- Differentiation of curriculum/teaching style to promote non-confrontational situations.
- Building positive interpersonal relationships which model non-aggressive interaction.
- Taking action against acute incidents ranging from verbal reprimand to physical restraint.
- **Any staff** involved will record incidents on the Daily Log Sheet as soon as possible. If a pattern becomes established then further action may be taken.
- Informing **Deputy Head** (or **Assistant Head** re: the Unit) of any serious incident as soon as possible and making the individuals' class staff aware of the situation
- Major incidents will be recorded in a separate Incident Report by the **Deputy Head** (or **Assistant Head** re: the Unit) and may lead to the involvement of outside agencies.
- Making all pupils aware of the school's position on bullying and on bystanders to bullying incidents. Thereafter they will be treated in context of their individual behaviours.

- The **Deputy Head** (or **Assistant Head** re: the Unit) will be responsible for checking the weekly reports. If a pattern becomes established then further action will be taken.

Perpetrators of bullying may have their behaviour addressed in the following manner:

- Sanctioned in accordance with the agreed practice of the school considering the nature of their offence, the impact on the other party/parties and in context of their existing behavioural modification programme. This may include temporary or permanent exclusion from school.
- All pupils found to have been involved in an incident of bullying will be counselled by a member of staff to avoid any recurrences, initially by a member of their class staff or a member of staff they wish to speak to. (A member of staff has a Level 2 Certificate in Counselling Skills as well as a Mental Health First Aid Certificate and is available to offer advice to other staff).
- Intractable aggressors will be subject to individual modification programmes built into an Individual Behaviour Programme, in consultation with all staff, home and other outside agencies, where appropriate. This must be within the guidelines of the Behaviour and Anti-Bullying Policies.
- Pupils who demonstrate views, which contradict the school's policy on equal opportunities, including racial or sexual harassment, homophobic bullying, or gender bias toward pupils and/or staff will be dealt with in a similar manner as other bullies.

Pupils who are the victims of aggression will be supported:

- By being listened to
- By informing parents where there are cases of bullying;
- By involving outside agencies, including the police, where there are cases of physical harm, racial or sexual aggression;
- By providing guidance and counselling with regard to their own behaviour, and the ways in which they may develop confidence and apply, and use, more socially constructive behaviour if need be;
- By encouraging victims to be aware that the perpetration of similar acts on a third party does not give just cause for release of their emotions, and will be dealt with accordingly.

- By having a “Tell Someone” box (centrally located), in which to put messages if they, initially, cannot bring themselves to tell someone face-to-face. These will be checked weekly by the Anti-bullying coordinator.

Outcomes

- 1) The bully (bullies) will be encouraged to apologise and resolve the situation. Dependent on the issue, and which children are involved, other consequences may take place as deemed fit by the staff involved. The opinions and wishes of the victim must be considered as paramount in resolving issues of bullying
- 2) Wherever possible, the pupils will be reconciled
- 3) In serious cases, suspension or even exclusion will be considered.
- 4) After the incident(s) have been investigated and dealt with, each case will be monitored using report forms to identify appropriate action in order to safeguard the victim.

Reporting To maintain a system that is manageable and effective, staff use the following procedure.

- All reported bullying incidents to be recorded on daily log sheets and summarised on a weekly report form (**Class staff**)
- The **Deputy Head Teacher** (or **Assistant Head** re: the Unit) will use the weekly report forms to identify pupils who are repeatedly being bullied or are repeatedly bullying and will deal with the issues accordingly.
- Serious Incident Reports will be completed for all cases of serious bullying.
- A termly report is collated by the **Anti-bullying Co-ordinator** using the weekly report forms and Serious Incident Forms. This report will be shared with all staff.
- The Anti-bullying Coordinator is a member of the SMSC Development Faculty and they will report to the faculty. Training issues will be identified and implemented by the Faculty.
- The Head Teacher will deal with any exclusions or criminal activity

Weekly/Termly report sheets

- 1 A Daily Log Sheet is made available to staff in every classroom. Lunchtime staff are made aware of where these are kept. The sheets are confidential and should be non-accessible to pupils.
- 2 Pupil names/initials recorded, aggressor and target, and episode type are noted.

3 'Action taken' stages as follows:

Stage 1 Verbal reprimands by witnessing adult, or adult first reported to, and incident recorded on Daily Log record sheet.

Stage 2 Verbal report to class staff, Key Stage Leader or DHT.

Stage 3 Incident report.

Stage 4 Parents informed.

Stage 5 Pupil exclusion

Note- lower stages may be missed out in the case of individual serious incidents.

4 **Deputy Head** (or **Assistant Head** re the Unit) to collate weekly reports, highlight any repeated, or repeats of, bullying and act accordingly

5 **Anti-bullying co-ordinator** to collate a termly report. This will be circulated to staff and made available to the Governing Body.

Monitoring and evaluation

Monitoring of the policy is annually by the Head Teacher and the Chair of Governors. The Chair of Governors will be kept informed of repeated incidents of bullying.

- ❖ Records will be kept for up to three years and then extended if the need required.
- ❖ Annual review and up date of policy by governing body.
- ❖ The policy will be shared and reviewed with staff/pupils/parent-carers.
- ❖ The school council/governors will be involved, where appropriate, in reviewing the policy

PARENT / CARER GUIDANCE

Fellgate Primary School believes that parents and carers have a vital role in ensuring their child adheres to the school rules and supports the school when dealing with contentious issues.

SIGNS TO LOOK FOR IN YOUR CHILD.

- ❖ Common symptoms may include headaches, stomach aches, anxiety, irritability, stress.
- ❖ They may refuse to attend school.
- ❖ They may have few or no noticeable friends around.

- ❖ They may lose money or property.
- ❖ They may have unexplained bruises etc.
- ❖ They may be unwilling to talk about school.

PARENTS CAN:

1. Support your child: tell them it is not their fault and that they can't choose the way people behave towards them, but they can choose how they respond.
2. Find time to talk to your child: empathise with their situation, although they can't choose what happens in their life, being happy is a positive personal choice.
3. Encourage them to be resilient and strong and that they should keep going to school and that school will make every effort to safeguard them.
4. Remind them they have the same right as anyone else to feel safe and be safe.
5. Speak to the Head Teacher about the problem.
6. If not resolved see the Head Teacher and ask to see their Anti-bullying Policy and the schools' safeguarding plan (All schools, by law, must have an anti-bullying policy).
7. Request initiation of an action plan and time line to monitor the bullying.
8. Support your child and the school by becoming involved in reviewing the policy.
9. If you feel the matter is not resolved then you can contact the Chair of Governors.
It is the parents', pupils', school, and governors' responsibility to try and reconcile bullying incidents that may occur.
10. Support the implementation of the policy and not approach the aggressors or victims personally.

IF YOU FEEL YOUR CHILD IS BULLYING OTHER CHILDREN

Look out for signs of bullying by your child or from others:

- ❖ Your child may have more money than usual
- ❖ Your child may have property that does not belong to them
- ❖ Your child may display aggressive behaviour and belittle others

These are only guidelines; your child may display some or all of these and not be bullying

WHAT CAN YOU DO?

If you are concerned do make an appointment to meet your child's teacher or a member of the Senior Management Team of the school.

WITH YOUR CHILD.

- ❖ Talk with them to discourage this behaviour.
- ❖ Discuss how it makes other children feel.
- ❖ Give praise when your child displays co-operative behaviour and kindness to others.
- ❖ Monitor their use of Facebook, Instagram and other forms of social media and communication e.g. mobile phones.

Suggested resources for parents/carers:

Help organisations:

Advisory Centre for Education (ACE)	0808 800 5793
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
Parentline Online	www.parentlineplus.org.uk
Kidscape Online	www.kidscape.org.uk

Books

- Your Child Bullying Alexandra Jenny, Element, 1998.
Feel the Fear and Do It Anyway Jeffers, Susan Arrow, 1991.

APPENDIX

FURTHER IDEAS

- ❖ Counselling – using peers, school council, a professional
- ❖ Learn new behaviour through PSHCE working with other children 1 to 1
- ❖ Learning Support Staff/Learning Mentors
- ❖ Anger Management
- ❖ Assertiveness Training

- ❖ Consider use of Restorative Justice/Conflict Resolution/Peer Counselling

FORMATS

- ❖ Protocol
- ❖ Proforma First Interview
- ❖ Proforma Review
- ❖ Diary for child

ANGER MANAGEMENT

<http://www.kidshealth.org>

BOOKS

Tackling Bullying in Your Schools: A Practical Handbook for Teachers, Routledge London & New York.

CIRCLE TIME /PEER COUNSELLING

Peer Counselling in Schools: A Time to Listen David Fulton London (1996)

Should We Blame the Bullies? Peter K Smith in The Psychologist Vol: 14 No 2.

Lucky Duck Publishing Ltd.: www.luckyduck.co.uk

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Daily Log of Bullying Incidents

Class/Year group:

Week Beginning :

	What happened? Who witnessed this?	Aggressor(s)	Victim(s)	Action Taken ? By Whom ?
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

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Report of Repeated/ Repetitive Bullying Incidents

Class/Year group:

Week Beginning :

What is the Concern?

What action has already been taken?

What is the suggested next step?

Who else needs to be involved?

Signed:

Date:

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Serious Incident of Bullying Report

Report number:

Date:

Name of Aggressor(s):

Name of Target/Victim(s):

Report made to Deputy Head Teacher by:

Location and time of incident:

Signed:

Date:

Signed by Deputy Head:

Date:

(Details overleaf)

What did adult see/hear? (*factual*)

What did victim say happened?

Were there any injuries?

What did the perceived aggressor say happened?

What action was immediately taken?

What further action is to take place?

Concerns/Issues/Comments: (if appropriate)