



FALLINGS PARK PRIMARY SCHOOL

Anti-bullying Policy

Introduction

Bullying is repeated action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Bullying can be verbal or physical, or even take the form of excluding another child from friendship circles.

It was reviewed in September 2020 and approved by the Governing Body in November 2020

It will be reviewed in October 2022

1. Principles

Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which Bullying is regarded as unacceptable.

2. What Is Bullying?

2.1 Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. We recognise that bullying can take many forms:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **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 ,such as email and internet chat room misuse
Mobile threats by text messaging and calls
Misuse of associated technology , i.e. camera and video facilities

3. Aims and Objectives

- We aim, as a school, to produce a safe and secure environment where all pupils can learn without anxiety (please refer to the school's Behaviour Policy for the systems and procedures that show how)
- This Policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibility with regard to the prevention and response to, bullying in our school.

4. The Role of Governors

- The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement states clearly that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken seriously and dealt with appropriately.
- The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher 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.
- The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him to conduct an investigation the case and to report back to a representative of the Governing Body.

5. The Role of the Headteacher

- It is the responsibility of the Headteacher 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 deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy, on request.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with

other children why this behaviour was wrong and why a pupil is being spoken to about an incident.

- The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The Headteacher 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.
- The Headteacher ensures that both initiatives and existing provision are adequately resourced, such as playground equipment and markings.

6. The Role of the Teacher

- Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Pupils are made aware that all incidents witnessed or experienced can be discussed with their class teacher as soon as is practicably possible.
- PSHCE lessons are planned to support the education of pupils in what bullying means and how to deal with it.
- If teachers witness an act of bullying, they 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 Headteacher, the teacher informs the child's parents on the day that bullying becomes apparent.
- If a teacher becomes aware of any bullying taking place between members of a class, the issue is dealt with immediately. This may involve counselling and support for the victim of the bullying, and support for the child who has carried out the bullying. We spend time talking to the child who is bullying: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future and staff understand any possible reasons for these actions. If a child is repeatedly involved in bullying other children, we inform the Headteacher and the Special Educational Needs Co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the Social Services, Outreach or Inclusion Support.
- Support for victims is available. School staff offer time for pupils to build self confidence in pupils through praise, Out of Hours Activities and curriculum work. Peer support is encouraged through the peer support system.
- Newly inducted teachers attend training and existing staff receive training through the school's CPD programme. Such training enables them to become equipped to deal with incidents of bullying and behaviour management. Temporary or supply staff are directed to report any bullying incidents immediately to their Year leader.

- Teachers 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 bullying. Pupils are given strategies for dealing with bullying in RSHEe sessions.

7. Signs and Symptoms

7.1 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
- 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 unexplained cuts or bruises
- 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 and 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

8. 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 Year Leader immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

9. The Role of the Pupils

- The School Council meet with teachers on a regular basis to discuss both current issues and the prevention of bullying. Pupil feedback on the school's response to behaviour issues is regularly sought.
- All pupils have a responsibility to report instances of bullying, whether they are an observer, victim or participant. In order to facilitate this, every class has a worry box in which children are able to report bullying behaviour to their teaching team, anonymously if they wish.

10. Monitoring and Review

- This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors about the effectiveness of the policy, on request.
- This anti-bullying policy is the Governors' responsibility and they review its effectiveness. They do this through consultation with the Leadership Team and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

