

FRONT STREET COMMUNITY PRIMARY SCHOOL



ANTI-BULLYING POLICY September 2024



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Rationale

It is our aim to prepare children for life in modern Britain. Children need to learn and understand what life is like in a multi-cultural society and grow up knowing what is/is not acceptable behaviour towards each other. It is important that this teaching begins at school; ensuring that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect (Equality Act 2010). In Modern Britain, there are consequences for use of such discriminating behaviours and by teaching children; we will protect them from such instances. This includes tolerance of race, gender, religion, sexual orientation and disabilities. Bullying can affect everyone; we believe that ALL children are affected because they can experience negative perceptions from others, based upon who they are or who they like. At Front Street we embrace diversity: we do not tolerate bullying of any type whether it be physical, racial, verbal, cyber, homophobic, transphobic or biphobic.

In our school we believe bullying affects everyone, not just the aggressors and the targets. It also affects other children who watch (bystanders), and less aggressive pupils can be drawn in by group pressure. Bullying should not be seen as an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes; insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the school.

Why is an Anti-Bullying Policy necessary?

In line with the Equality Act 2010 we are committed to preventing and responding effectively to sexist and sexual bullying, the bullying of protected and vulnerable groups of children including disabled children / children with SEND, those who are or perceived to be LGBTQ+ and race and religion targeted bullying. All pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

The school has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is **WRONG** and will not be tolerated.

It is important therefore, that the school has a clear written policy to promote this belief, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

A definition of bullying

'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'

What is bullying?

Bullying takes many forms but the main types are;

- Physical - Hitting, kicking, taking and destroying belongings, intimidation.
- Verbal - Intimidation, name calling, insulting, making racist, sexist or other personal comments.
- Emotional - Being unfriendly, excluding, tormenting (e.g. hiding books, gestures.)
- Racist - Taunts, graffiti, gestures about, colour, religion, creed, family origins and background.
- Sexual - Unwanted physical contact or sexually abusive comments.
- Homophobic/Transphobic/Biphobic - Because of, or focussing on issues of sexuality.
- Cyber - All areas of Internet (e-mail, chat rooms, mobile phones, text messaging) misuse of associated technology; camera, video facilities. (Article 17)

Aims and Guidance

In attempting to deal with the problem of bullying we aim:

- To define bullying for the school community.
- To promote a feeling of self confidence and safety throughout the school.
- To support staff in identifying and tackling bullying appropriately;
- To enable pupils in developing positive relationships.
- To support pupils in developing emotional, social and personal skills.
- To ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- To ensure bullying behaviour is taken seriously.
- To co-operate with parents and the community to prevent or deal with aggressors and bullying.

- To communicate key issues to staff, pupils, governors, parents and other interested parties.
- To provide a framework to address all bullying incidents effectively.
- To provide support all involved (target, aggressor, peer supporters, bystanders) (Article 13,14,28)

Hidden messages

We aim to:

- Support and reward good behaviour
- Support the self-esteem of all pupils

Signs of Bullying

- Deterioration in work
- Fluctuation in mood
- Temper flare ups, abusive language and impulsive hitting out
- Nervous habits, jumpiness
- Poor attendance/lateness

The bullied child may:

- Be late for school or hang back at breaks or the end of the school day
- Want to change normal routines for travelling to or from school
- Start asking for extra money
- Try to avoid school, claiming spurious illness
- Withdraw from school activities and desire to remain close to adults
- 'Mislaid' books, equipment and belongings
- Have clothes or belongings inexplicably damaged
- Suffer from unexplained bruises and cuts
- Be afraid to use the internet or mobile phone

Strategies of Dealing with Bullying

Proactive Strategies - day to day strategies to discourage bullying

- Modelling positive behaviour for pupils by all adults.
- Listen carefully and support pupils, parents and staff.
- Monitor pupil behaviour closely in and around school.
- Recognise behaviour change and early signs of distress, (e.g. bedwetting, lateness, deterioration of work, spurious illness, isolation, desire to remain with adults, increased anxiety or fear), as an indicator of bullying.

- Organise initiatives (e.g. peer mentors, peer councillors, peer mediation, friendship circle, buddy system, lunchtime clubs)
- Curriculum approaches, promoting understanding of bullying issues through drama, art, PSHE, RE, assemblies and pastoral group work.
- Draw on expertise and experience of outside agencies and other schools.
- Teach children about online safety and what cyber bullying is through PSHE, Internet safety week, ICT.
- (Article 13, 14, 28)

Reactive Strategies - Once an incident has come to light we will:

- Listen to the child.
- Take the incident or report seriously and investigate carefully.
- Decide whether we should deal with the incident or whether it should be referred to another authority.
- Log incidents of behaviour as quickly as possible and maintain detailed records.
- Reassure the target(s) and offer concrete help, advice and support.
- Once clear evidence of bullying is established, actions will be taken to ensure there is no recurrence. These include:
 - Individual interview / counselling everyone involved by teaching staff or SLT.
 - Ensure the aggressor is aware of the target's point of view and the schools tolerance of such actions.
 - Increased monitoring of all vulnerable parties.
 - Inform the Head Teacher and other appropriate people of the situations and actions taken.
 - Inclusion in anti-bullying programme.
 - Provide alternative facilities for unstructured times (e.g. increased responsibility, access to support group.)
 - Use rewards / sanctions as defined in the behaviour policy.
 - Increase home-school liaison.
 - Opportunities for reparation.
 - Involve outside agencies.

Further Guidance

Action To Be Taken When Bullying Is Suspected

If bullying is suspected we talk to the suspected target, the suspected aggressor and any peer supporters and bystanders. If any degree of bullying is identified, the following action will be taken:

Help, support and counselling will be given as appropriate to everyone involved

We support the **targets** in the following ways:

- Check for any physical injury.
- Wait for the target to calm down before trying to find out what has happened and take time to listen carefully and establish facts.
- Let the target know that a determined effort will be made to stop the bullying, that it is totally unacceptable and will not be tolerated.
- Focus on the behaviour, not the individual.
- Look for ways to restore lost confidence.
- Discuss solutions with the target and bully.
- Try to increase the target's self-esteem, confidence and sensitive treatment by others.
- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Informing the target's parents/guardians.
- By offering continuing support when they feel they need it.
- By taking one or more of the disciplinary steps described below to prevent more bullying.

We also discipline and support the **aggressors** in the following ways:

- Stop the incident and if possible, remove those involved from immediate vicinity of other children.
- Make it clear that the behaviour is absolutely unacceptable to everyone, staff, parents and children. **It is the behaviour which is unacceptable not the child.**
- Wait for the child to calm down and then try to find out exactly what happened and why.
- Outline the sanctions that will be taken.
- Try to find out why the child finds it necessary to behave like this and how and why this behaviour needs to be changed. Offer support for this change.
- Make sure everyone, children and staff understand the situation so that action will take place immediately and in the agreed manner should there be a further incident.
- The child's confidence, self-esteem and friendship skills should be increased through classroom activities.
- By talking about what happened, to discover why they become involved.
- Informing the aggressors parents/guardians.
- By continuing to work with the aggressor in order to get rid of prejudiced attitudes as far as possible.
- By taking one or more of the disciplinary steps described below to prevent more bullying.

(Article 19, 28, 13, 14)

Disciplinary Steps

1. They will be warned officially to stop offending.
2. Informing the aggressors parents/guardians.

3. Loss of play/break times for a period.
4. Keeping a behaviour diary.
5. Record incidents on CPOMs.
6. They may be internally excluded for a given period of time.
7. They may be excluded from the School premises at lunch times.
8. We may arrange for them to be escorted to and from the School premises.
9. If they do not stop bullying they will be suspended for a minor period (one or two days).
10. If they carry on they will be recommended for suspension for a major fixed period (up to five days) or an indefinite period.
11. If they will not end such behaviour, they will be recommended for permanent exclusion (expulsion).

Peer supporters/bystanders

- Point out that they may share some responsibility because they allowed the bullying and did not try to help the target.
- Outline the sanctions for aggressors.
- Discuss why some children behave in this way and what they should do if they witness bullying again. Offer support.

Parents are contacted immediately if we have concerns about their children, or are made aware of any bullying incident. Parents may help us to form a picture and may provide information or solutions. Many incidents have their origins outside of school; however, we will still endeavour to support our parents and pupils by working together in such circumstances.

In consultation with the Headteacher or Deputy Headteacher, parents of the target and the aggressor will be informed if:

- There is physical injury.
- The incident involved a number of children bullying the same child.
- An older child is bullying a much younger child.
- The bullying is repeated.

Where bullying outside school (including online) is reported to school staff, it will be investigated and acted on as stated above. It will be considered whether it is appropriate/necessary to notify the police and advice from the police will be carried out.

Evaluation

The recording and monitoring of incidents of bullying are a part of the evaluation of our policy. However, this is underpinned by the gathering of feedback from all areas of the school's community. The feedback from children is central to this and, along with informal feedback to teachers, is dealt with more formally as a part of the programme of work for Personal and Social Education. A digital record of the incident (using our reporting system CPOMs) is completed by the member of staff reporting the bullying. This will then create an alert to members of the SLT and the class teacher. This digital record will be kept

throughout a child's time at primary school and will later transfer to secondary school. Actions taken/completed following the incident will also be logged and it makes school's communication with parents or carers easier. In this way any recurring incidences or common problems can be more readily identified and addresses by the school's management.

APPENDIX

What Can You Do If You Are Being Bullied?

Remember that your silence is the aggressors greatest weapon!

- a) Tell yourself that you do not deserve to be bullied, and that it is **WRONG!**
- b) Be proud of who you are. It is good to be individual.
- c) Try not to show that you are upset. It is hard but an aggressor thrives on someone's fear.
- d) Stay with a group of friends/people. There is safety in numbers.
- e) Be assertive - shout "NO!" Walk confidently away. Go straight to a teacher or member of staff.
- f) Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
- g) It is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with bullies in a way that will end the bullying and will not make things worse for you.

If You Know Someone Is Being Bullied

- a) **TAKE ACTION!** Watching and doing nothing looks as if you are on the side of the aggressor. It makes the target feel unhappier on his or her own.
- b) If you feel you cannot get involved, tell an adult **IMMEDIATELY**. Teachers have ways of dealing with the aggressor without getting you in trouble.
- c) Do not be, or pretend to be, friends with an aggressor.

As A Parent

- a) Be aware of unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- b) Try to take an active role in your child's education. Enquire how their day has gone, who they spent their time with, how lunchtime was spent etc.
- c) If you feel your child may be a target of bullying behaviour, inform the school **IMMEDIATELY**. Your complaint will be taken seriously and investigated.
- d) It is important that you advise your child not to fight back. It can make matters worse!

- e) Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- f) Make sure your child is fully aware of the School policy concerning bullying, and that they should not be afraid to ask for help.

A full copy of the school policy is available at the school reception.
(Article 3)

Useful web-sites

Anti-Bullying Alliance	www.nch.org.uk/aba
Childline	www.childline.org.uk
Bullying Online	www.gov.uk/bullying/
Kidscape	www.kidscape.org.uk
National helpline for parents	www.parentlineplus.org.uk
BBC Schools bullying site	www.bbc.co.uk/schools/bullying
For Kids by Kids Online	www.fkbko.net
DfES anti-bullying site	www.dfes.gov.uk/bullying
	www.dontsufferinsilence.com
Act Against Bullying	www.actagainstbullying.co.uk
	www.bullying.co.uk

Linked Policies:

Keeping Children Safe in Education - 2024
Esafety Policy

Evaluation, Monitoring and Review

Monitoring will have regard to information about incidents of bullying and how they were resolved in the short and longer term.

The policy will be reviewed annually.