SEVEN FIELDS PRIMARY SCHOOL

Anti-Bullying Policy

September 2021

Version 2.2

Anti-Bullying Policy

Our Vision Statement

To create a culture of learning and discovery that is stimulating and enjoyable for both children and staff.

Policy Consultation Process

This policy was reviewed and adapted in response to curricular changes which were informed by the school's data and a more relevant Scheme of Work.

- Staff were consulted during INSET.
- Pupils were consulted through School Council
- Parents were consulted via school newsletter
- Governors were consulted during governing body meetings.

The policy was then reviewed and adapted in response to these inputs

Our Aims

At Seven Fields Primary we take all forms of conflict, friendship problems, and bullying behaviour seriously.

Our aims are:

- To provide a safe and secure environment for all children in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the students.
- Everyone is mutually valued and respected regardless of gender, race, sexual orientation, beliefs and ability.
- To encourage children to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

Roles and Responsibilities

The Headteacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

The Anti–bullying Coordinator in our school is: **Gill Young** supported by **Emily Shipman (Behaviour Support Leader or BSL)** The anti-bullying coordinator will have general responsibility for handling the implementation of this policy.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Definition of Bullying Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children try to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying behaviour is defined as - **"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face to face or through cyber space"** (Anti-bullying Alliance 2014).

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Bullying can take many forms:

- **Physical** bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property)
- **Verbal** bullying (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm.)
- **Indirect** bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection.)
- **Cyber** bullying sending nasty phone calls, text messages or e-mails/chat rooms. Linked to schools Acceptable Use Policy (ICT)

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled '**prejudice-based bullying'**, and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of students with learning or other disabilities. (Linked to Equalities Policy).

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)
- have an Education, health and care plan
- have specific special educational needs
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers

- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.

This policy will refer to 'the person bullying' and 'the person being bullied' rather than 'bully' and 'victim', both of which can be defined as negative labelling

Signs and Symptoms
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)
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens self-harm
- Cries themselves to sleep at night or has nightmares/bedwetting
- Regularly feels ill in the morning
- Begins to do poorly in schoolwork
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Has unexplained cuts or bruises
- Becomes unreasonable when dealing with school issues
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

Strategies for preventing bullying behaviour

Whole school approach

- Issues surrounding friendships and bullying behaviour are taught through the Personal, Social, Health, Education Curriculum and Citizenship Curriculum and class-based discussion time. Children are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict.
- Whole School Assemblies are also used to discuss bullying and raise children's awareness of what bullying looks like, and how they can respond.
- Circle Time provide opportunities for more detailed discussions and role play activities to explore the nature of bullying.
- The School Council will provide a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
- Peer Supporter aim to enable students to resolve friendship problems and low-level bullying behaviour without adult intervention
- Positive play leaders to reduce potential conflict during breaktime and lunchtime

- The Golden Rules (Magnificent 7) will be upheld at all times. All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying to develop. Staff on playground duty will inform class teachers of any incidents and *complete an incident forms which are sent to the Behaviour Support Leader immediately*.
- Participation in Anti Bullying Week each year
- Workshops with parents based on anti-bullying strategies and policies
- Regular staff inset session on anti-bullying strategies and safeguarding procedures

Spiritual, Moral, Social & Cultural Development
Pupil's SMSC development will be developed when learning about bullying by ensuring pupils:

- Respect each other including people from different religious, ethnic and socio-economic backgrounds
- Recognise the difference between right and wrong
- Understand the consequences of their actions
- Understand the effects of their behaviour on others

Strategies for responding to bullying behaviour
Where bullying does occur this will be followed, by an immediate and appropriate response, including the use of disciplinary sanctions where necessary.

Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff
- Speaking to a parent/other adult who then may contact the school in any of the ways listed.
- Speaking to their School Council rep or a playground buddy

When bullying is known to have happened or be ongoing the following flowchart will be followed

Allegation of bullying received

⇩

Recipient will discuss with child incident and complete an incident form (yellow) which will be returned to the BSL (Behaviour Support leader)
It is important that the child is listened to and believed.

⇩

Incident will be discussed with the child engaging in bullying by BSL/member of SLT
A member of staff will gather information from witnesses to explain what they saw.
All witness forms will be added to CPOMs by BSL

⇩

The Head Teacher will be informed

⇩

A decision will be made as to whether the allegation is qualifies as bullying . If so parents of both parties will be informed.
All records will be recorded on CPOMS

⇩

Where bullying is considered to have taken place then sanctions in line with the school's Behaviour and Discipline Policy will be used where appropriate. (See appendix 1) and parents of those involved will be informed of any action taken.
Support for both the child who has been bullied and the person bullying will be actioned (see appendix 2) and a review date set.

⇩

Where a child or group of children deny involvement in bullying behaviour the children concerned will be subject to 'protective measures' e.g. observed at break/lunchtimes or monitored around school premises. The child being bullied may be asked to record and report any incidents which cause them concern.

Monitoring and Evaluation

- Data will be collected (ABA Anti-Bullying Questionnaire/internal questionnaires by pupils and parents/ number of lunchtime/playtime incidents) and analysed to identify achievements, areas for development and school needs. This will inform planning and staff are regularly updated through INSETs and staff meetings.
- Work samples (photos, lesson evaluations, pupil's self-assessments, photos of displays, pupil's work) will be collected during Anti-Bullying Week by the PSHE Coordinator.
- This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

Health & Safety & Safeguarding

Confidentiality

Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.

Disclosure or suspicion of possible abuse

See the school Safeguarding policy for the procedures for dealing with child sexual abuse based on the local Safeguarding Partnership guidelines and recommendations. This policy is available on request.

Dissemination of The Policy

All staff members and governors will receive a copy of this policy. Copies are available from the office on request.

Awareness Creation

In addition to promoting anti – bullying policies during anti – bullying week it is important to find as many other outlets as possible for promoting anti – bullying policies.

Links with other policies

- Behaviour Policy
- Safeguarding Policy
- Equality Policy
- *PSHE and Citizenship Policy*
- Confidentiality Policy

Complaints

The Governing Body has established a formal complaints procedure, and this may be used by a parent/carer if necessary.

Appendix 1
Sanctions might include:

- Official warnings to cease offending or withdrawal of certain school privileges
- Lunchtime work with BSL
- Involvement of the PCSO (Police Community Support officer)
- Exclusion from certain areas of the school premises
- A fixed-term exclusion
- Permanent exclusion

Appendix 2
Support
The person being bullied
Support for the person being bullied is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that they don't suffer any long-term effects. After a period of time staff will meet with them to reassess the situation and the relationship between those involved.
Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

The person/s bullying
It is recognised that support must be given to the person bullying. Disciplinary procedures against the person bullying are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying through the Restorative Justice approach
- Involvement of other agencies and services such as an Educational Psychologist and the SEMH (Social and Mental Health Team).