

Furzeham Primary School Anti-bullying Policy



Date of review: Spring 2024	Date of review: Spring 2025
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Our Aim

We aim to make Furzeham a place where everyone feels included, valued and supported; and where everyone is recognised as being positively different. We have a Golden Rule at Furzeham which is to 'Treat others as you would wish to be treated'

We believe that everyone has the right to learn and work in a safe environment, free from harassment and bullying.

This policy has been devised with reference to our school vision and values (See Appendix 1) and to the Every Child Matters outcomes for all young people

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The whole school community under the guidance of the Headteacher has the day-to-day responsibility for promoting;

- Good behaviour
- Self-discipline
- Proper regard for authority amongst pupils
- Respect for others and school property
- Preventing all forms of bullying
- Demanding acceptable standards of behaviour
- Regulating pupil's conduct

The views of Children, parents and staff are heard, supported and considered in planning and evaluating anti-bullying approaches.

The school council plays an active part in reviewing and amending school policy

Our policy takes into account race equality and is non-sexist.

What is bullying?

'Bullying' is a complex social behaviour and is difficult to define in a precise way. 'Bullying' is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops.

For the purposes of this policy we have accepted the following definition of bullying

Bullying is a behaviour which can be defined as a repeated attack, physical, psychological, social or verbal in nature, by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gain or gratification.

Most forms of bullying have three things in common. It is

- deliberately hurtful behaviour;
- often repeated over a period of time;
- difficult for those being bullied to defend themselves.

Bullying can take many forms but three main types are:

- Physical – hitting, kicking, taking belongings and destroying belongings
- Verbal – name-calling, insulting, racist remarks.
- Indirect – spreading nasty stories about someone, excluding someone from social groups.

Cyber bullying - new technologies have provided the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

It is important to remember that children, young people and adults can all instigate bullying.

Factors which contribute to bullying behaviour

These fall into two main categories:

- Within child/adult characteristics – personality, temperament, ability, self-perception
- Environmental factors from home and school which may include:
 - Parental attitudes
 - Poor level of achievement
 - Low self-esteem
 - Lack of clear boundaries, expectations of behaviour, and undifferentiated consequences for unacceptable behaviour
 - Lack of support for victims of bullying – e.g. a culture of not telling
 - The bully's own experience – possibly having been bullied or abused
 - The consequences of his/her bullying behaviour e.g. gaining status within a peer group, feeling powerful, being the dominant person in the group

The possible effects of bullying

We acknowledge that bullying can cause children to

- Feel different from others, alone, unimportant and/or unvalued.
- Physically and/or mentally hurt or distressed.
- Unsafe and/or frightened.
- Unable to do well and achieve.
- Unable to see a positive future

Bullying has been associated with

Absenteeism, low levels of self-esteem, a negative effect on family life and, at its most extreme, with attempted suicide, The experience of being bullied in childhood or adolescence has also been linked with poorer adult mental health.'

What we intend to do

We aim to eliminate bullying by doing the following:-

- raise the profile of bullying and its effects on children and young people's emotional health and wellbeing, life chances and achievement.
- establish a culture in which bullying is not acceptable through the promotion of policies and practices which prevent or reduce opportunities for bullying to arise and deal swiftly, fairly and sensitively with any which do.
- increase the likelihood that incidents are disclosed to responsible adults
- intervene effectively when bullying happens and respond openly and honestly, embodying solution focused, no blame approaches
- ensure that we work with other agencies to put into place a menu of approaches which will lead to positive outcomes
- involve parents, carers and the children and young people themselves in developing and implementing anti-bullying strategies.

- embody equality of opportunity; celebrate diversity and be responsive to individual needs and differences.
- promote the highest standards of emotional intelligence and care for others.
- Provide access for children to programmes which enhance self-esteem and personal safety
- to establish amongst our school community an effective language to describe bullying incidents.
- Ensure that all staff have had training and feel confident to implement strategies to prevent bullying situations arising and to deal with any situations involving perceived bullying and know how to access information and support to help them in the prevention of bullying.

Tackling Bullying

This is the mechanism for listening to allegations and the strategies which can be employed to tackle the issues. Any form of bullying will not be tolerated and we will take action to protect all pupils and staff. All incidents of bullying are recorded.

Process for investigating, recording and preventing bullying incidents

School Staff will

1. Listen carefully to the allegation
2. Investigate thoroughly and ascertain whether the incident is a 'bullying' activity as defined above or a one-off casual incident
3. If it is considered to be a bullying incident, record the information on CPOMS. The incident will be made aware to the Behavioural Lead Teacher, SENDco and Headteacher.
4. The class teacher will then alert others who come into regular contact with the 'bullied individual' to ensure further incidents are reported to them.
5. Follow up the incident and take appropriate action depending on the severity/regularity of the incidents in consultation with the SENCO or headteacher
6. After discussion with the headteacher contact the parents and record main points of the conversation including what future monitoring arrangements will be carried if any and any other action which will be taken- sanctions for the bullier, pastoral /emotional help for the bullied and the completion of a CAF form if needed.
7. Make sure that any follow up is communicated to the relevant individuals and recorded.
8. In some circumstances it may be appropriate to devise a personal behaviour plan for the bullier or a monitoring form for specific times throughout the school day
9. Monitor the regularity of incidents that have been considered to be 'one off 'or casual using a diary approach and teacher intuition. If there is an unusually high frequency, take measures to explain the duty of care to the instigator and monitor the people that they are coming into contact with.

A multi-agency approach is applied to provide the best solutions to bullying incidents and the Common Assessment Form is the documentation used to co-ordinate the provision. The SENCO and the designated Child Protection person is responsible for instigating the CAF process.

Behaviour Management (See Behaviour Policy) and Physical Intervention policy appendix 2)

Showcasing the positive and signalling examples of modelled good behaviour are the first methods used to promote good behaviour. ('catching them being good' and 'three positives before you use a negative').

At all times children should take responsibility for their own actions and understand the principle of choice and consequences. Developing good relationships is the key to mutual respect. Circle times, assembly themes taken from ZigSaw, PSHE Scheme and the relevant activities are used by staff to open up discussion and explore issues and feelings related to behaviour and bullying.

Consistent Approach to behaviour

There is a whole class behaviour policy in place which sets out whole school and class codes and sanctions and rewards.

An overall principle of 'Treat others as you would like to be treated' is commonly used as the measure of appropriate behaviour across the school as a whole

Codes of conduct for playtimes, lunchtimes and specific areas in school will be displayed in the relevant area and in the staffroom

Exclusions

In extreme circumstances pupils may be excluded for bullying

The following factors will be taken into consideration when making the decision to exclude

- checks to make sure that incidents weren't provoked by bullying or harassment directed at the individual
- allowing and encouraging pupils to give their version of events

- ensuring thorough investigation
- taking into account policies and discrimination law

Examples of when exclusion would be considered include

- serious actual or threatened violence against another pupil or a staff member
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

Following fixed term exclusion a reintegration interview will take place with the leadership team and will include the class teacher and other relevant staff. Every opportunity should be explored to prevent a repeat of the action/sanction. Other alternatives may include internal seclusion or managed moves to another school to enable a 'fresh start'

Lunchtimes

Lunchtime exclusions may be given if bullying behaviour is taking place at lunchtime.

Confiscation and Searching pupils

It is not legal to search pupils however pupils may be asked to turn out their pockets. The only exception to this is in the event of a suspected weapon. In this case the headteacher will carry out the search.

Any confiscated items should in most circumstances be handed back to the pupil at the end of the day, especially mobile phones. However, items of value which have been confiscated can be retained until a family member retrieves them.

SPECIFIC RESPONSIBILITIES

Headteacher and Governors

They will ensure that; the school's anti-bullying policy is made known to all staff, pupils, parents and carers and is reviewed annually. The policy is included in the staff handbook, induction and visitors pack, governor handbook and on the school's website. It will be reviewed by the Headteacher annually.

- all members of the school community, including children will have been consulted on the policy and at review
- the explicit expectations in the policy are observed by all adults working in the school
- procedures are established to ensure all incidents of bullying are dealt with fairly and consistently
- all school staff have the opportunity to receive training on appropriate methods for dealing with incidents of bullying and harassment
- there is sufficient and suitable curriculum coverage of the issues around bullying for example through Personal Social and Health Education (PSHE) incidents of bullying and harassment are monitored using appropriate reporting systems
- the ethos of the school ensures that all children and young people feel safe and confident that if they report an incident to an adult, it will not be ignored
- other support agencies are involved where appropriate
- all staff model behaviours which demonstrate their commitment to combating bullying and harassment will **be** trained to raise their awareness of the impact of bullying and work in a proactive way to reduce bullying

Parents and Careers

Parent/carers can assist in combating bullying in a number of ways by not accepting such behaviour and by impressing on children the importance of appropriate behaviour towards others and the importance of reporting to an adult when they think someone is being bullied.

They can;

- Stress to their children the importance of appropriate social behaviour and not acting in any way that would make the situation worse or could be seen as bullying or threatening against another child.
- Reporting any concerns they have either with a victim or a perpetrator of bullying
- Actively endorse and support the Anti-Bullying Policy by acting responsibly and calmly.
- Not automatically dismiss the suggestion that their own child could be involved in bullying another child and work positively with the school to change the behaviour
- modeling appropriate social behaviours themselves.

Children and young people

Children and young people are expected to be responsible for their personal conduct and behaviour. They should also support others by reporting concerns and promoting anti-bullying messages and positive citizenship.

- Report all incidents of bullying using the agreed procedures
- Act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report him/herself.
- Refrain at all times from any behaviour which would constitute bullying or could be construed as bullying behaviour.

Impact Measures

Will measure the impact of this policy in the following way

At the end of each academic year a report will be sent to the Governing Body. The data will include:

- Collation and analysis on bullying incidents
- Complaints to the LA about bullying
- Records of the Educational Welfare Service or any other identifying where bullying is a factor in non-attendance at school
- Transfer and admissions data
- Exclusions data
- Results from the annual survey undertaken through Anti-Bullying Week

APPENDIX 1

Our Vision and Values

Our vision is for educational excellence. Teachers, children, staff and parents work actively in partnership to inspire those around us with a passion to be the very best of ourselves. Our values are fundamental expressions of what we think and believe. As a school we encourage children to be involved in the life and concern of the community and society, and so to develop their capacity to be active and effective future citizens.

Our school pursues excellence in learning and teaching encouraging every child to seek and achieve their potential within a balanced and engaging curriculum with key values at the centre. To provide a relevant and innovative curriculum that inspires children to achieve their best.

We want our school to create an uncompromising passion for uncompromising excellence and high expectations. We foster responsibility and belonging for ourselves, others and our community, locally, nationally and globally. We collaborate together to provide a caring and supportive environment based on a spirit of cooperation between the school and the local community.

We engender perseverance and resilience by the pupils taking the learning in their own hands developing responsibility for themselves. To foster a sense of belonging to a community, empowering children to make valuable contributions to the school. Engage with the school and wider community and enrich and enhance children's achievements and personal development.

We believe in fostering respect, honesty and friendship in all children and adults alike developing integrity and compassion; valuing the worth of each individual. Celebrating success and nurturing self-esteem through the celebration of children achievements and fostering positive attitudes to all people, races, religions and ways of life, develop spiritually, morally, culturally celebrating equality and diversity.

APPENDIX 2

Physical Intervention Policy

Use of Physical intervention to control or restrain pupils

Section 93 of the Education and Inspections Act 2006 empowers the use of reasonable force to restrain pupils in order to prevent them from

1. committing a criminal offence
2. causing personal injury to, or damage to the property of, any person(including the pupil himself)
3. prejudicing the maintenance of good order and discipline at the school or among any pupils whether receiving education at the school, during a teaching session or otherwise

Examples of situations when physical intervention may need to be used include when a pupil;

- attacks a member of staff or other pupil
- is fighting causing risk of injury to themselves or others
- is committing or on the verge of committing damage to property
- is causing or at risk of causing injury, by accident or through rough play or through the misuse of equipment
- absconds from a class or attempts to leave school other than at an authorised time
- persistently refuses to leave a classroom
- behaves in such a way to disrupt a lesson, school visit or sporting event

There is not an **expectation** that this form of intervention will be used. Physical intervention should only be used in urgent or dangerous circumstances.

Only trained staff members should use physical intervention. In the first instance this will be a member of the senior leadership team and where necessary the police will be contacted.

Where there is prior knowledge that physical intervention may be needed due to the specific need/circumstances of an individual (emotionally disturbed or ADHD etc.) a risk management activity should be carried out and an individual behaviour plan should be drawn up.

All incidents of physical intervention should be communicated to the headteacher and recorded.