GREAT FINBOROUGH CHURCH PRIMARY

Anti-Bullying Policy

Linked documents:
Behaviour & Exclusion Policy
Safeguarding Policy and Child Protection Procedures
Online Safety Policy
Equalities Policy
SEND Policy

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Chair of Committee:	Ben Thomas
Minuted:	
Date of next review:	As required

Great Finborough Church Primary

Anti-Bullying and Exclusion Policy

Our vision for Great Finborough Church Primary School is that it should be a caring and nurturing place where all members of its community feel valued and confident.

Great Finborough Church Primary School encourages all to co-operate and collaborate together in stimulating and comfortable surroundings. Within an environment of care and challenge, the school enables children to strive to achieve high academic standards, to develop social skills and self-awareness.

School statement on bullying

We believe that everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment. Bullies are often unhappy people and a bully may be a victim as well as a perpetrator.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

The school works to prevent bullying by maintaining high standards of behaviour that reflect our school's Christian values, including respect, compassion and generosity. Bullying, what it is and what to do about it, is covered throughout the school at age appropriate levels through our Personal, social, health and emotional curriculum.

Allegations of bullying will always be taken seriously.

2. **Reporting bullying**

Pupils are encouraged to speak to any adult in school if there is anything they are worried about at any time. They are also given a termly interview time with their class teacher or teaching assistant (Pupil Voice meeting) where they are given the opportunity to speak in private.

Staff and other adults in school can report any concerns to the Designated Safeguarding Lead or to any member of the Senior Leadership Team.

We recognise that disabled children may have impaired capacity to resist or avoid abuse, and are especially vulnerable to bullying and intimidation. (*Safeguarding Disabled Children – Practice Guidance 2017*).

At Gt Finborough Church Primary children with SEND are assisted in making their feelings known, and we make sure that they have access to adults with whom they can communicate. Close and open contact with families helps us to protect these children from harm.

Reporting- roles and responsibilities

- Staff
  All staff have a duty to challenge bullying, report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

- Senior staff
  The Senior Leadership team and the Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

- Parents/carers
  Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.

- Pupils
  Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on an incident reporting form and place this in the pink folder in the School Office. A copy of the incident form will be placed in the pupil file (with other pupils' names redacted, and the master will be stored in a Bullying Incident File.
2. Designated school staff will monitor incident reporting forms and analyse the results as appropriate.
3. Designated school staff will produce termly reports summarising the information for the headteacher to report to the governing body
4. Support will be offered to the target of the bullying from the teaching staff.
5. Staff will proactively respond to the bully who may require support. Sanctions will be applied in line with the school Behaviour policy.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on Pink forms and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

6. Prejudice based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitors in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Pupil Voice meetings, in which each pupil talks to a member of staff on a 1:1 basis and is encouraged to talk about anything that is worrying them.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

8. Monitoring the policy

The headteacher is responsible for monitoring the policy on a day-to-day basis. The headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

9. Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed.

Procedures and Guidelines for Children

If it happens to you it is alright to tell a friend or a grown up.

If it happens find a friend or adult to tell.

At the time say “NO”, “I don’t like it”, “You are making me/him/her unhappy.

If you know that someone else is being bullied tell a grown up.

You can tell them to stop.

Guidelines for Parents

Awareness of Bullying

Listen to your child.

Believe your child.

Reassure your child, but don’t promise you won’t tell anyone else.

Take action by telling the school.

Work out a plan of action with your child and the school staff.

Guidelines for Staff

Listen to any concerns raised by children and parents, record what is said.

Inform Headteacher and all staff to ensure that everyone is aware.

Discuss as a staff the way forward- agree an appropriate plan of action.

Keep victim and their parents/ carers informed- speak to them regularly.

Keep records of all discussions and pass to Headteacher

Appendix A - Bullying Incident Reporting Form

Completed by: Position: Date:		Reported by: Role: Date:

Form of referral (please circle as appropriate):

Verbal Report Phone Call Letter Email

Name(s) of child(ren) alleged to be **experiencing** bullying behaviour	Age

Name(s) of child(ren) alleged to be **engaging** in bullying behaviour	Age

Reported account:

Investigation into Allegation of Bullying

Details gathered to date: (attach details of interviews with pupils separately where needed)

Action taken to date: (Please tick relevant boxes)

☐	Checked for earlier incidents involving same pupils	☐	Notified class teacher
☐	Individual discussions with pupils involved	☐	Group discussion with pupils involved
☐	Discussion of incident with peers/class	☐	Restorative intervention
☐	On-going support/monitoring from staff	☐	Details of action agreed with pupils
☐	Applied sanctions	☐	Parent letter/meeting

Any additional action taken?

Factors to help Determine if Incident Constitutes Bullying

- Incident was bullying if all 3 warnings below are confirmed
  - Hurt has been deliberately/knowingly caused (physically or emotionally)
  - It is a repeated incident or experience or the involvement of a group
  - It involves an imbalance of power:
    - Target feels s/he cannot defend her/himself, or
    - Perpetrator(s) exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling etc
- Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site, or pictures are posted on the internet when explicitly asked not to

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- Incident was not bullying on this occasion because it was:
  - The first hurtful incident between these children
  - Teasing/banter between friends without intention to cause hurt
  - Falling out between friends after a quarrel, disagreement or misunderstanding
  - Conflict that got out of hand
- Activities that all parties have consented to and enjoyed (check for coercion)

Focus of Bullying Behaviour

Please tick all elements which apply in your understanding of the incident (s) and record specific language:

	Definitely applies	Possibly applies
Age/maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN & Disability		
Ability/application		

Details of any support given:

☐ Counselling	☐ Peer support	☐ Referral to external agencies
☐ None offered	☐ None – offered but refused	☐ Referral to CAHMS

Other, please specify:

Supportive Script for Investigation into an Alleged Incident

1. Describe what happened?

2. Exactly where and when did the incident take place?

3. Were there any other young people around at the time, if so who?

4. Was there an adult around at the time, if so who?

5. Do you know the names of the people who were involved?

6. What were you doing before the incident took place?

7. Can you remember exactly what happened or what was said?

8. What happened next?

9. Has this happened before?

10. What would you like to happen now?

Child's name:

Completed by:

Date:

Appendix B - Restorative Questions when someone has been harmed

Name: _____ Date: _____

1. Describe what happened?

2. What did you think when you realised what had happened?

3. What impact has this incident had on you?

4. Do you think this incident impacted on others and if so who?

5. What has been the hardest thing for you over this incident?

6. What do you think needs to happen to make things right?

7. How can the items above be implemented and by whom?

Staff name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ Date: _____ _

Appendix C - Restorative Questions in Response to Challenging Behaviour

Name:_____ Date:_____

1. Describe what happened?

2. What were you thinking at the time?

3. Since the incident, what have you been thinking about?

4. Who has been affected by what you have done?

5. In what way do you think they have been affected?

6. What do you think you need to do to make things right?

7. How are you going to implement the items above to make things right?

Staff name: _____ _ Date: _____

Appendix D - Support provided for targeted child

(Priority should be given to taking steps to ensure bullied children continue to attend)

Support provided:	Separate on-site provision Regular contact with chosen member of staff Restorative process Empowerment education (Resilience training) Pastoral team support Formal counselling Parental meetings CAF CAHMS Other

Post-incident impact monitoring and further action

Has the relationship been repaired?:
Has achievement/ability to learn been affected?:*
Has there been a change in the pattern of attendance?:
Any change in social issues?:
Any change in mental or emotional state?:
How was the partnership with the parents/carers?:
Does the target feel safe at school?:
Does the target feel safe on journeys to and from school?:
Does the target feel safe while online?:

***N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEND.**

Name of Staff member completing form: _____ Date: _____

Appendix E - Support provided for child who bullied

Schools should engage in restorative practices before sanctions are considered against the child who showed bullying behaviour. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need additional support themselves.

Action taken & support provided:	
	Separate on-site provision
	Regular contact with chosen member of staff
	Restorative process
	Corrective education
	Removal to a different teaching group/form
	Pastoral team support
	Formal counselling
	Parental meetings
	CAF
	CAHMS
	Sanction
	Other

Post-incident impact monitoring and further action

Has the relationship been repaired?:
Has achievement/ability to learn been affected?:*
Has there been a change in the pattern of attendance?:
Any change in social issues?:
Any change in mental or emotional state?:
How was the partnership with the parents/carers?:
Has there been any signs of remorse?:
Any other relevant information?:

Name of Staff member completing form: _____ Date: _____