



William Fletcher Primary School

Anti-bullying Guidance and Policy

William Fletcher School is a Rights Respecting School, this policy reflects Articles 17 (access to information) 24 (a safe environment) 28 (right to education) of the UN convention on the rights of the child.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying occurs, all pupils should be able to tell and know that the incidents will be dealt with promptly and effectively. **We are a telling school.** This means that anyone who knows that bullying is happening is expected to tell the staff.

This policy should be read in conjunction with the school behaviour policy.

What is bullying?

Bullying is “**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**”.

Bullying is:

- Deliberately hurtful
- Ongoing (it is not the same as random unprovoked aggressive acts)
- Unequal and difficult to counteract by the person being bullied (it involves a power imbalance – this can result from size, number, status or as a result of having access to limited resources)
- Can be indirect or direct
 - physical (e.g. hitting or kicking)
 - verbal (e.g. abuse or name-calling)
 - non-verbal (e.g. gestures and looks)
 - psychological (e.g. excluding or threats)

Bullying includes: name calling, taunting, mocking, making offensive comments, kicking; hitting; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing

offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours; use of discriminatory language.

We recognise the specific guises and problems associated with cyber-bullying and teach our children how to stay safe. We provide information for parents on the nature and risks of cyber-bullying and on how to help protect and inform their children.

Forms of bullying covered by this Policy

People are bullied for a variety of reasons. Bullying can happen to anyone.

This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber-bullying

This policy also covers the bullying of school staff, by children, parents or other staff.

The School's attitude to bullying

We believe all pupils and adults have the right to be safe and happy at school. It is our aim to provide children with sufficient protection to enable them to feel safe at all times.

Why do some children bully others?

Children who bully tend to enjoy the feeling of power that bullying brings and use this to counter their own feelings of insecurity or inadequacy. Bullying is sometimes a reaction to frustration arising out of the child's inability to cope with negative emotions. Commonly the target of the bullying is chosen because he or she is vulnerable, not fully integrated into the peer group, unassertive or simply different. Children who bully too are sometimes on the edge of a group and may be seeking the approval of the group through their actions. Targets of bullying sometimes become bullies when they are older. Sometimes children who bully are targets of bullying themselves at home or are being abused.

Signs that a child is being bullied

Children may be unwilling to come to school, complain of various medical ailments e.g. tummy-ache sore throats etc. They may start under performing in their school work, and may well become quiet and withdrawn. Children's school clothes or books may be damaged. Children will often talk about their feelings

and how they are being bullied if they are given an opportunity to do so. It is possible that they might start showing more obvious indicators like beginning to stammer, lose their appetite, begin bed-wetting or to have nightmares. It is crucial that credibility and value is given to any and all indications that a child is being bullied. Out of school a child may well become nervous and anxious when a cyber message is received.

Prevention

The school anti-bullying policy is given a high profile. It is essential that governors, parents, children and all staff have a clear understanding of the school's standards of behaviour. We make it clear that bullying is not tolerated; this includes the use of discriminatory language. Children who experience or see bullying are encouraged to tell someone: a teacher, a friend, playground supervisor or parent. Discussion of the feelings of those involved in bullying, role-playing and exploration of the consequences of bullying are a crucial part of anti-bullying policy. Bullies are often encouraged by peer group approval and we seek to remove this implicit permission for them to continue by fostering an attitude of disapproval in bystanders. We aim to reduce the opportunities for bullying by ensuring that all areas of the playground are monitored and supervised during both lunchtime and playtime.

The school's Anti-bullying Ambassadors have a key role in promoting the message that bullying is not tolerated in our school.

Each class takes part in regular anti-bullying lessons throughout the school year, which are led by the class teacher. During term 2 the school participates in national anti-bullying week, this includes drama sessions, circle times and class discussions about bullying.

At William Fletcher school we believe that all children have a right to feel good about themselves. If a child is being bullied the class teacher will ensure that strategies are adopted to ensure that the victim's self esteem is boosted. Strategies include enabling the victim to share expertise in the class, making clear that the child feels valued by the classteacher and teaching assistants working in the class and above all listening and taking action if a child reports that they have been bullied.

Identifying and responding to bullying

We:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Are pro-active in early identification of pupils who may be at risk
- Use data e.g. deteriorating attendance, poor punctuality, lack of progress and diminishing achievement as potential indicators of vulnerability to, or suffering from bullying
- Consider emotional, behavioural and physical problems as potential signs of bullying.

- Actively provide systematic opportunities to develop children's social and emotional skills, including their resilience
- Consider opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Anti-bullying Ambassadors
- Train all staff to identify bullying and follow anti-bullying policy and procedures.
- Carefully select appropriate strategies and external support where this is needed

Dealing with bullying incidents

For children who experience bullying behaviour

- Designated people to report to
 - 1) Classteacher
 - 2) Teaching Assistant
 - 3) Lunchtime staff
- Talk to the headteacher or another member of staff of their choice about their experiences
- Immediate steps to ensure they feel safe again e.g. additional focused circle time
- A meeting between the child's teacher and/or headteacher and the child's parents to discuss what has happened and agree a programme of support (follow-up discussions planned)
- Nurture sessions - 1:1 discussion and activities to rebuild self-esteem, confidence and resilience
- Individual/small group work with teaching assistant to practise positive strategies that might reduce the occurrence of bullying

For children who engage in bullying behaviour

- A meeting between the headteacher and the child's parents to discuss what has happened and agree a programme of support (follow-up discussions planned)
- Talk with class teacher/teaching assistant about what has happened
- The child is asked to complete a behaviour Repair form (see behaviour policy and Appendix I)
- If appropriate individual/small group work with teaching assistant to reflect on their behaviour and help them to face up to the harm they have caused
- If appropriate individual/small group work with teaching assistant to support the development of social and emotional skills and behaviour
- If appropriate individual/small group work with teaching assistant to learn the steps they need to take to repair the harm they have caused and ensure they can make a choice to avoid bullying behaviour in the future.
- The Incident is recorded and logged in the School Behaviour Log book

It is important to support the bully as well as the victim and to help the bully understand and lose his or her urge to hurt, frighten, intimidate or upset. The best approach will vary from case to case but often the bully needs positive treatment rather than a punishment or humiliation. He or she may respond best to being helped to make a success of something and encouraged to feel good about themselves. It may also be beneficial to explore through discussion what negative emotions give rise to the bullying and help to find constructive and more acceptable responses to these feelings. We emphasise to the victim that the issue is not one to which they have to face themselves-it is a school issue and one which all in school have a responsibility to help solve. To know that they are being supported should empower the child.

Bullying outside of school

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or other village amenities.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Bullying of Adults

The Anti-bullying policy covers all adults and children who teach and learn in school. Any adult in school who feels that they are being subjected to any form of bullying or harassment is actively encouraged to contact either the Headteacher, or the chair of the governing body.

Equal Opportunities

We will ensure that the anti-bullying policy applies to all children and adults in the school.

Continual reviews

The Governors will continually monitor the level of bullying (it will be on the agenda of at least one governors' meeting each year). Bullying will also be monitored via the Health and Safety Audit and the HSE Stress at Work questionnaire which staff will be asked to complete periodically. Staff will keep themselves informed about the latest ideas and techniques in combating bullying

and regularly review whether the school is using the best methods and achieving satisfactory results.

Anti-Bullying Policy	January 2014
Review of policy	January 2015
	January 2016
	March 2017

APPENDIX I

Thinking About My Behaviour - KS1

Name:

Date:

Write or draw a picture to show what happened.....

Write or draw a picture to show how you will put it right

.....

Child:

Parent:

Thinking About My Behaviour - KS2

Name:

Date:

The behaviour that got me into trouble was

It was unacceptable because

The rule that I broke was

The people affected by my behaviour were.....

To put it right I am going to

To avoid this in future I will

Child:

Parent