



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 feel confident in telling a member of staff and know that the incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to report this on CPOMs (online incident reporting software).

This policy should be read in conjunction with the school behaviour policy. It was created by the schools Anti-bullying Lead, Anti-bullying Pupil Group and other members of the school staff. This policy also covers the bullying of school staff, by children, parents or other staff.

1. Aims

The aims of our anti-bullying policy are as follows -

- Create an ethos in which attending our school is a positive and safe experience for all members of our community.
- To make it clear that all forms of bullying are unacceptable at our school.
- Encourage everyone to report incidents of bullying.
- To deal with each incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community.
- Support and protect victims of bullying and those displaying bullying behaviours.
- Liaise with parents and other appropriate members of our community.

2. What is bullying?

Our schools Anti-bullying Pupil Group and Anti-bullying Lead came up with the following definition which the school uses -

The repetitive hurting of someone, on purpose, by another person or group of people. Bullying can be physical, verbal, online and indirect with an imbalance of power.

Our school recognises the 4 types of bullying as described by the Anti-bullying Alliance -

- verbal (i.e. name calling)
- physical (i.e. hitting, kicking)
- indirect (i.e. leaving someone out, spreading rumours)
- cyber/online (i.e. sending messages, taking photos against their will)

We understand that bullying is -

- deliberately hurtful
- ongoing

- an unequal or imbalance of power

People are bullied for a variety of reasons and we know that bullying can happen to anyone. Bullying may also be targeted and related to -

- race, religion or culture
- special educational needs
- appearance or health conditions
- disabilities
- sexual orientation.
- young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

We understand there are different roles within in bullying. The Anti-bullying Alliance recognises the specific roles.



3. William Fletchers Anti-bullying Approach

We believe all pupils and adults have the right to be safe and happy at school. Under the Equality Act 2010, we recognise that it is against the law to discriminate against anyone because of: age, disability/children with learning needs, race, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or having a child, religion or belief.

Prevention

Prevention is the best method to stop bullying from happening. As a Rights Respecting School we teach all children that they have the right -

- To be treated fairly (Article 2)
- For all adults to do what is best for the child (Article 3)
- To give your opinion and for adults to listen to you (Article 12)
- To find things out and share what you think as long as it doesn't harm or offend others (Article 13)

- To choose your own religion (Article 14)
- To choose your own friends and groups as long as it isn't harmful to others (Article 15)
- To privacy (Article 16)
- To be protected from hurt and mistreatment, in body and mind (Article 19)
- To develop your talents and respect other people (Article 29)
- To practice your own culture, language or religion (Article 30)
- To be free from sexual abuse (Article 34)
- To protection from any kind of exploitation (Article 36)
- For no one to punish you in a cruel or harmful way (Article 37)
- To help if you have been hurt, neglected or badly treated (Article 39)

By teaching these rights, we believe it helps children's understanding of building respectful relationships.

We also aim to reduce occurrences of bullying by ensuring all areas of the playground are monitored and supervised during lunchtime and playtime.

However, we understand that bullying still may occur and we teach the children how to identify and report bullying through the annual Anti-bullying Week, our Anti-bullying Pupil group leading assemblies and feeding back to classes/key stages, learning about relationships through our PSHE (Personal, Social and Health Education) Jigsaw lessons and by following our schools behaviour policy.

Our staff members are trained to identify bullying in an appropriate manner as quickly as possible.

Identifying bullying

We identify bullying by -

- working with staff to identify all forms of prejudice-driven bullying
- using data e.g. deteriorating attendance, poor punctuality, lack of progress and diminishing achievement as potential indicators of vulnerability to, or suffering from bullying
- considering emotional, behavioural and physical problems

Signs that a child is being bullied

These are some of the signs teachers, carers, and other adults in the school and community, may notice -

- Children unwilling to come to school, complain of various medical ailments e.g. tummy-ache, sore throats etc.
- Under performing in their school work, and may well become quiet and withdrawn.
- School clothes or books may be damaged.
- Beginning to stammer, lose their appetite, begin bed-wetting or to have nightmares.
- Out of school a child may well become nervous and anxious.

We understand that there may be other signs displayed by children being bullied.

Dealing with bullying

We believe that everyone involved in the life of William Fletcher must take responsibility for promoting an anti-bullying approach and understand how to deal with bullying.

Each case is investigated sensitively and carefully. It is important to assure those involved that action will be taken where necessary. The class teacher or designated staff member will talk to all parties

concerned to establish what has happened and if the incident is considered as bullying. If it is a case of bullying, the incident is recorded and logged on CPOMs. It is then important to support both the child displaying bullying behaviours as well as the child experiencing bullying behaviours.

Here are some of our approaches to supporting a child who has been bullied:

- They will have designated people to report to -
 - 1) Class teacher
 - 2) Teaching Assistant
 - 3) Lunchtime staff
- Talking to the headteacher or another member of staff 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 to practice positive strategies and develop 'scripts' that the child can use in the future.

Here are some of our approaches to support a child who engages in bullying behaviour:

- Talking with the headteacher or member of the staff about what has happened and the choices they made.
- Completing a behaviour repair form (see appendix 1).
- A meeting between the member of staff and the child's parents to discuss what has happened and agree a program of support.
- Individual/small group work with a member of staff to reflect on their behaviour and support the development of their social and emotional skills.
- All discussions taken place are reported and logged on CPOMs.

We need to recognise the reasons why someone would want to bully another person. Some of the reasons why they might bully another person are -

- They tend to enjoy the feeling of power that bullying brings and use this to counter their own feelings of insecurity or inadequacy.
- It 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.
- To seek the approval of the group through their actions.
- They have been bullied themselves - either at school or at home.

Bullying as a group behaviour

At William Fletcher we educate our children on bullying as a group behaviour and for them to recognise the different roles. The children learn that children who undertake these roles will need the support (outlined above).



Bullying outside of school

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises; which includes cyber-bullying. 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 of school is reported to school staff, it will be investigated, acted on and logged on CPOMs. The headteacher 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.

Cyber-Bullying

The children at William Fletcher learn how to use technology safely and respectfully. Any incidents are taken very seriously and are dealt with in the same manner as outlined above (**Dealing with bullying**). Parents also need to ensure they are monitoring their child's online activity to minimise the risk of bullying happening.

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.

4. Equal Opportunities

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

5. Continual reviews

The Governors including the lead anti-bullying governor 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. Parents will be reminded to read the anti-bullying policy at least annually through the newsletter. The anti-bullying policy can be readily accessed via the school website.

Policy Name	Anti-bullying Policy
Frequency of review	3 years
Written	June 2021
Written by	Paul Austin Anti-bullying lead
Review	June 2024

Thinking About My Behaviour - KS1

(appendix 1)

Name of child:

Date:

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

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

Member of staff:

Parent:

Bullying incident report form filled out:

Yes / No

Thinking About My Behaviour - KS2

(appendix 1)

Name of child:

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

Member of staff:

Parent:

Bullying incident report form filled out:

Yes / No