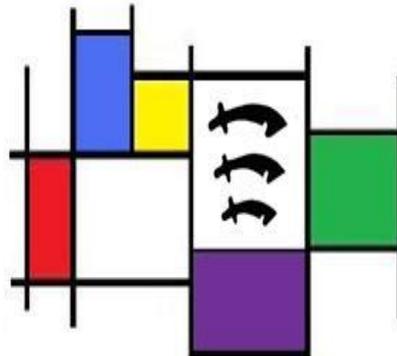


Felmore Primary School



ANTI BULLYING POLICY

Our definition of bullying:

At Felmore Primary School, we consider bullying to be any behaviour which is perceived by the targeted individual or any other person, as deliberately intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent (happens over time as opposed to a one-off incident) and is an abuse of power, and leaves the targeted individual feeling defenceless. The definition above was agreed by the Essex Anti-bullying Steering Group in 2008, taking account of the DCSF guidance 'Safeto Learn: Embedding anti-bullying work in schools'.

Rights and responsibilities:

At Felmore Primary, we recognise that all pupils, taking into account individual needs and differences, have a right to be treated with dignity and respect, and have a responsibility to treat others in the same way. To this end, staff at Felmore Primary School recognise that bullying is an issue that must be taken seriously by everyone. We recognize that everybody has the right to be emotionally, socially and physically healthy and to learn in emotionally, socially and physically safe learning environments, in order that they can enjoy learning and achieve their full potential. To this end, we recognize our responsibility to work proactively to minimise the likelihood of bullying behaviour occurring, and to deal with any incidents that do occur in a way that is most likely to stop the bullying and support both the perpetrators and the targets of bullying.

The lead persons for anti-bullying at Felmore Primary are the Assistant Head Teachers, who will be responsible for ensuring that policies and procedures promote positive and safe environments which nurture emotional health, good behaviour and well-being. They will also ensure that incidents of bullying are logged and monitored in such a way that they are perceived by the pupils and parents to be resolved positively for the benefit of the whole school community.

Essex County Council and the Essex Safeguarding Children Board recognize that work to minimise/prevent bullying is essential as the basis for an effective anti-bullying strategy. In tackling bullying, all employees of Essex County Council and partners of the Essex Safeguarding Children Board seek to prevent bullying and achieve positive outcomes when it occurs. All instances of prejudice-driven bullying, such as homophobic and racist bullying, must be challenged by staff, recorded and logged with the authority. If a child is involved in any such incidents, the parent/carer will be informed.

Forms of bullying:

At Felmore Primary School, we recognise that bullying can take different forms such as:

- Non-verbal: kicking, hitting, damaging or taking belongings, unkind looks;
- Verbal: name calling, taunting;
- Indirect: spreading rumours, excluding;
- Cyber: sending nasty or threatening texts, emails by phone, picture/video clip, internet chat rooms or social networking websites. Cyber bullying can be defined as the use of 'Information and

Communications Technology' (ICT), particularly mobile phones and the internet, deliberately to upset someone else. As a school, we recognize the impact that cyber bullying can have on children. Although we cannot control the children's use of these websites outside of school, we will inform parents/carers if we are made aware of pupils using them and talk to the children about the safe use of the internet through E-Safety teaching. All staff will receive training in how to deal with incidents of cyber bullying.

How we promote positive attitudes:

The Education Act (2002) requires that all maintained schools provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of learners at the school and within society:
- prepares learners at the school for the opportunities, responsibilities and experiences of adult life.

We have a statutory duty to promote students' wellbeing and their personal development. We also have a statutory duty to promote community cohesion that starts in the classroom and also address the broader life of the school. These factors will be communicated to the pupils through PSHE lessons, assemblies, circle time activities, support/friendship groups, clubs, self-esteem activities, mentoring, discussion groups, visiting groups, drama activities, and will be at the heart of all learning. To this end, we offer a broad and balanced curriculum which embraces all aspects of learning. We teach children what bullying is/is not, the effect that bullying has on an individual, what to do and who to speak to if they feel that they are being bullied.

How we deal with incidents of bullying:

The following is a list of actions available to staff depending on the perceived seriousness of the situation. We have a zero tolerance to bullying in the school and all incidents will be treated with seriousness and consistency. However we also adopt a caring, listening approach as we recognize that bullies are often victims too.

In order to identify incidents of bullying and the identities of bullies, at Felmore Primary School we have agreed to carry out the following strategies:

- All staff will watch for early signs of distress in pupils.
- All staff will listen, believe, act and follow these steps.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people. Where incidents of bullying are reported or detected, we undertake to:

- Meet with the targeted pupil after a bullying incident has been reported to investigate the circumstances and offer 'support' intervention. The AHT/Inclusion Manager will talk to the targeted pupil about his/her feelings and information will be sought about who was involved. Teachers will listen, believe, act. They will make it clear to pupils the difference between bullying and non-bullying incidents
- Convene a meeting with the people involved. The AHT/Inclusion Manager or, in some cases, another member of the pastoral team, will meet with the (group of) pupils involved. This

may include pupils who have been directly involved as well some bystanders or colluders and either friends of the target or good role models.

- Explain the problem. The facilitator will tell the group about the way the targeted pupil is feeling and the responsibility for resolving the issue is shared between the members of the group. The facilitator will explain how the pupil's/group's actions are impacting on the targeted pupil's feelings and emotions.
- Ask the group for their ideas. Each member of the group will be encouraged to suggest a way in which the targeted pupil could be helped to feel happier and safer. The facilitator may suggest ways in which the targeted pupil can be helped. The pupil/group will then be given the responsibility of changing their behaviour towards the targeted pupil.
- Continued monitoring. Following on from the meeting, the facilitator will monitor the situation, checking that the pupil's/group's behaviour towards the targeted pupil has changed. This may be through informal catch-ups, non-verbal communication such as thumbs up/down or, if needed, a more formal meeting or a mentoring session. This monitoring will continue until the facilitator is confident that the bullying has stopped. All monitoring will be recorded and parents/carers will be informed of the actions and outcomes.

If the above actions do not result in a cessation of bullying, then the following procedures will be followed:

- Further discussions with the victim.
- Identification of the bully/bullies. Witnesses will be obtained if possible. The Assistant Head Teachers will be informed, who will then take over the investigation from this point.
- The AHT will have discussions with the bully. They will confront them with the details and ask them to tell the truth about the situation/incident. It will be made clear that bullying is not acceptable at Felmore Primary School. The AHT may also speak to any witnesses of the alleged bullying to obtain a clearer picture.
- Separate discussions will be held with the parents of bully and the victim.
- If the AHT considers that bullying has taken place, then she will explain the effect that the bully's behaviour is having on another pupil, and the bully will be removed from the place where the bullying took place. This may lead to an internal exclusion or an exclusion from the playground.
- Once the sanction has been carried out, then the bully will be spoken to again by the AHT before favoured activities are reinstated. It will be made clear that a recurrence of the incidents will result in more serious sanctions being put in place. Parents/carers will again be informed of the nature of these discussions.
- As the behaviour of the bully improves, the child will be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.
- If there is a recurrence of bullying, then following on from discussion with the pupils involved, further sanctions will be applied, such as exclusion from school during lunchtimes or exclusion from school. We will show a zero-tolerance approach to bullying at this point.
- Once this sanction has been carried out, then the parent/carer will be invited to attend a return to school meeting with the pupil and the AHT and will be part of the discussion.

- Following on from these sanctions, if a child continues to bully others persistently, then this may lead to permanent exclusion from the school.