Frithwood Primary School
Anti-Bullying Policy

Frithwood School is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at Frithwood is equal and treats each other with respect and kindness.

Aims and purpose of the policy

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidents of bullying seriously and it is our duty as a whole school community to take measures to prevent and address any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to address bullying and regularly monitor, review and assess the impact of our preventative measures.

Related policies
- Behaviour Policy
- Equality Policy
- E-Safety Policy
- PSHE Policy
- SMSC Policy
- Whistleblowing Policy

1. Definition of bullying

Bullying is hurtful and/or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

The nature of bullying can be:

• **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone

• **Attacking property** – such as damaging, stealing or hiding someone's possessions

• **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone

• **Psychological** – such as deliberately excluding or ignoring people

• **Cyber** – such as using text, email or other social media to write or say hurtful things about someone

Bullying may be based on any of the following things:

• Race (racist bullying)

• Religion or belief

• Culture or class

• Gender (sexist bullying)

• Sexual orientation (homophobic or biphobic bullying)

• Gender identity (transphobic bullying)

• Special Educational Needs (SEN) or disability

• Appearance or health conditions

• Related to home or other personal situation

• Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously.

2. Reporting bullying

Pupils who are being bullied:

If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a member of staff, friend, family member or trusted adult. They are encouraged to report any bullying incidents in school by:

• Reporting to any member of the school staff who will make sure the class teacher is aware and in turn a member of the SLT

• Telling a friend or peer mediator who in turn can help them tell a teacher or a member of staff

• Telling an adult at home

• Calling ChildLine to speak with someone in confidence on 0800 1111

Reporting – roles and responsibilities

Staff: All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher and the SLT.

Senior staff: The Senior Leadership Team and the Headteachers 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 well-being of all young

people. In the event of an allegation of bullying the Headteachers or Assistant Headteacher will take the lead in investigating.

Parents and carers: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. The STOP acronym should be considered by parents/carers when identifying if the incident is bullying or an isolated event. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office.

Pupils: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. The STOP acronym should be considered by pupils when identifying if the incident is bullying or an isolated event and if in doubt pupils will be encouraged to discuss their concerns with their teacher or another trusted adult. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

3. Responding to bullying

When bullying has been reported or signs of bullying observed, the following actions will be taken:

• Staff will record any allegation of bullying in the back of their class behaviour book.
• The Headteachers and/or the Assistant Headteacher will follow up and record in Headteachers' behaviour book.
• The SLT will discuss issues arising in their regular SLT meetings.
• The Headteachers will report any instances of bullying to the Governing Board the their Headteachers Report

Staff will offer support to the victim(s) of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any victim of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Actions may include the following school strategies: Talk to Support, Nurturing Principles Groups, PALS, Time for Me, Peer Mediators, Circle Time, Assemblies, PSHE lessons.

Staff will pro-actively respond to the child exhibiting bullying behaviour who will require support.

The Headteachers or Assistant Headteacher will inform parents or carers of the victim(s) and perpetrator(s) and where necessary involve them in any plans of action.

The Headteachers will assess whether any other authorities (such as police or the 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 the holidays, or in the wider community.

The nature of cyber bullying in particular means that it can impact on pupils' well-being 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 as outlined in this policy.

All pupils will be made aware of online bullying through termly e-safety teaching and assemblies. Parents will be supported in their understanding of online safety through access to resources and school based workshops.

5. Derogatory language

Derogatory or offensive language/expression/gesture is not acceptable and will not be tolerated. This type of language/expression/gesture can take any of the forms of bullying listed in our definition of bullying.

The above will be challenged by staff and recorded and monitored using the school behaviour logs and follow up actions and sanctions, if appropriate, will be taken for pupils and/or staff found using any such language/expression/gesture.

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 monitored in school, with the Headteachers regularly reporting incidents to the Governing Board. 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 initiatives to prevent and tackle bullying

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

• A child-friendly anti-bullying policy that ensures all pupils understand and uphold the anti-bullying policy

• 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

• School assemblies to raise pupils' awareness of bullying and derogatory language

• Difference and diversity is celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month, Life Bus, Junior Citizenship events, E-Safety.

• The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible

• Stereotypes are challenged by staff and pupils across the school

Peer mediation, mentoring, Nurturing Principles Groups and focused sessions offer support to all pupils, including those who may have been the target of bullying

• Pupils are involved in school-wide anti-bullying initiatives.

• Working with parents and carers and in partnership with community organisations to address bullying, where appropriate

8. Training

The Headteachers are responsible for ensuring that all school staff, both teaching and non-teaching receive training on all aspects of the anti-bullying policy.

9. Monitoring and reviewing

The Headteachers are responsible for reporting to the governing board (and the local authority where applicable) on how the policy is being enforced and upheld through the Headteachers Report to the Governing Board. The governors are in turn responsible for monitoring the effectiveness of the policy via this report and by in-school monitoring such as learning walks and focus groups with pupils. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of last review: March 2018

Date of next review: March 2019

Headteachers signed:

Chair of Governors signed: