



<b>Anti-Bullying Policy</b>
<b>Policy Number:</b>
<b>Date of Issue: Autumn Term 2020</b>
<b>Review Date: Autumn Term 2021</b>

# **Fellside Community Primary School**

**Ensuring every member of our school community is inspired to fulfil their potential and is prepared effectively for their future.**

## **Mission Statement**

Ensuring every member of our school community is inspired to fulfil their potential and is prepared effectively for their future.

## **Equal opportunity**

The Equality Act 2010 is a legal document that ensures all people are treated fairly regardless of cultural background, sexual orientation, race, religion/belief, ability or home circumstance. With this at the forefront of our school policy, we believe that all have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. We want our pupils to be educated in a safe and secure environment where they can learn without anxiety and where relationships are based upon mutual respect.

Fellside Community Primary School supports the principals of Equal Opportunity as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, gender, age, ability or social circumstances.

This policy extends to pupils, staff and visitors. We believe that every pupil is of equal value and has the right to equal opportunities. To that end positive action will be taken to ensure that all available resources are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

## **Rationale**

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It can take several forms and include the following:

- Physical assault: pushing, kicking, hitting, punching or any use of violence
- Emotional: being unfriendly, excluding, tormenting, threatening
- Racial: racial taunting, graffiti, gesturing etc.
- Verbal: name-calling, spreading rumours, sarcasm
- Cyberbullying: email and chatroom misuse, threats by text message/calls, misuse of associated technology such as camera/video facilities.

Bullying may be related to:

- Race
- Religion

- Culture
- Gender
- SEN/Disability
- Appearance or health condition
- Home circumstances

We subscribe to the definition of bullying as stated by the Anti-bullying Alliance:

***‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.’***

At Fellside, the policy on bullying is simple yet rigorously upheld: **bullying will not be tolerated.**

### **Aims**

Fellside Community Primary School aims to:-

- Provide a secure physical, psychological and social environment in which pupils feel safe and able to express themselves without fear of intimidation.
- To give children the strategies to communicate effectively without resorting to bullying.
- Ensure that all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- Ensure that all teaching and non-teaching staff know what the school policy is on bullying and follow it when bullying is reported.
- Work through a partnership of parents, staff and pupils, to raise awareness of the issue of bullying through the curriculum, assemblies and other enrichment opportunities.
- Identify and deal with incidents of bullying consistently and effectively.
- To raise awareness of the possible ‘signs and symptoms’ of bullying
- To identify support mechanisms for both the pupil who has been bullied and the pupil who is bullied.
- To encourage any bullies to think about their behaviour and take responsibility for their actions.
- To encourage all children to think about their own behaviour and to promote positive behaviour through recognition and rewards.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:-

- is frightened of walking to and from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- begins stammering
- cries themselves to sleep at night or has nightmares/bedwetting
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or possessions damaged
- has possessions go 'missing'
- asks for money or begins stealing money (to pay bully)
- attempts or threatens suicide, or runs away
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating or comes home hungry
- is frightened to say what is wrong
- is afraid to use the internet or a mobile phone
- develops a change in attitude to people at home (e.g. becomes short tempered)
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Prevention**

To fulfil our aims the following strategies are used:-

- A structured programme to raise self-esteem in pupils included in our PSHE curriculum and the encouragement of positive behaviour.
- Constant assessment of school buildings and grounds to ensure that a safe and secure environment is maintained.
- Involvement of all school staff to ensure a consistent approach.
- An open door policy in the school for both children and parents/carers
- Maintaining a positive ethos, which encourages pupils to communicate any problems

- Encouraging pupils and parents to report any bullying. We actively promote the premise, 'it's important to tell', and not be a by-stander.
- Raising awareness of bullying (e.g. through observing anti-bullying week annually)
- Close observance of the Equality Policy
- Vigilance of staff in observing possible imbalances in power between groups of children
- Observance of Anti-Bullying week annually, to include curriculum learning and assemblies on this subject

### **Other Strategies to Support Positive Behaviour and Promote Self Esteem at Fellside:**

- Adherence to the 7 Learning Values: commitment, change, collaboration, curiosity, challenge, creativity and confidence
- Referrals to our 'FRIENDS' resilience intervention. This is an in-house support group to which teachers can refer children who may benefit from sessions on forming positive relationships, promoting self-esteem, building resilience and empowerment.
- Meeting termly in Fellside Family groups to undertake tasks that benefit the whole school environment, school aims, values and vision or the local/wider community.
- Membership of House Teams to promote collaboration, team spirit and belonging
- Membership to School Council, House Team Captaincy or Wellbeing Champions groups
- Buddying system, involving Year 6 pupils supporting children in Reception class during lunch and playtimes.
- Referral to outside agencies including the Rise Team (Mental Health Support Team) or the Emotional Wellbeing Team (CAMHS).

### **Formal Action**

If pupils do not respond to preventative strategies to combat bullying, we will take formal action that is prompt, firm and fair.

Pupils know that in the first instance the class teacher will manage the situation and that should the bullying continue it will be brought to the attention of the head teacher who will meet the pupils involved and decide on the necessary course of action.

Should the bullying continue parents will be informed and a meeting with the head teacher arranged. **Records of alleged incidents of bullying will kept with the Head Teacher in the bullying-log.**

In line with our 'open door' policy, Fellside Community Primary School prides itself on its response to matters of bullying, urging pupils and parents to approach teachers and the head teacher whenever necessary.

It has been shown that in the majority of cases a mediating approach in the early stages is successful.

Parents are urged to keep the school informed of the situation.

Stage	The Victim	The Bully
<b>1</b>	Class teacher talks to the pupil to establish what has happened and gives reassurance and support.	Class teacher talks to the pupil to establish what has happened and gives support/warning dependant on situation. Consequences may include removal from a group and/or withdrawal of break/lunchtime privileges.
Further occurrence move to <b>Stage 2</b>	Head Teacher informed. Matter discussed with pupil individually (and where appropriate with other pupils concerned). Parents informed	Head Teacher informed. Matter discussed with pupil individually (and where appropriate with other pupils concerned). Parents informed
Further occurrence move to <b>Stage 3</b>	Meeting with parents and Head Teacher.	Meeting with parents and Head Teacher.

Should the problem continue beyond Stage 3, *governors, the Local Authority and outside agencies will become involved and exclusion considered.*

In the event of racial bullying, the Head Teacher will also complete a **racial incident form** on behalf of Gateshead Council, which has a responsibility to monitor such events centrally.

In dealing with bullying incidents, Fellside staff will observe five key points:

- We will not ignore bullying
- Staff will not make premature assumptions
- All accounts of incidents will be listened to fairly
- We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions
- We will follow-up to check bullying has not resumed.

### **Advice and Guidance for Children who are bullied**

Children are taught not to suffer in silence. This message is reinforced in assemblies, during Anti-bullying Week and in PSHE work.

During an incident of bullying, children are advised to:

- Be firm and clear about telling the bully to stop
- Remove themselves from the situation as quickly as they can
- Inform an adult straight away

After an incident, children should:

- Ensure their teacher knows (if they have not reported it already to them)
- Inform their family
- Tell a close friend, if they are too scared to inform an adult themselves.

Children are encouraged to give the following information to the adult to whom they are reporting the incident:

- What has happened to them
- Who was involved
- Where it happened
- Who saw what happened
- What they did in response

### **Support**

We do not underestimate the impact that bullying can have on a person's life.

Support for the victim of bullying is essential both immediately following the incident and during an agreed period of review. Support from peers, staff, parents and outside agencies may all be essential to ensure that the bullying does not continue.

After an agreed period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully.

Such procedures may include:-

- Positive behaviour strategies.
- Withdrawal of privileges.
- The establishment of a mentoring or buddying system.
- Peer mediation.
- Involvement of other agencies or services such as an Educational Psychologist, the Behaviour support Unit.

### **Role of Parents and Carers**

Recognition of a shared commitment to combating bullying is essential if our school is to continue to serve our community and remain a safe, happy place for everyone in it. Parents and carers can help us implement this policy in the following ways:

- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your concerns will be taken seriously and fully investigated promptly.
- Be aware of unusual behaviour in your children. (Refer to section on 'Signs and Symptoms')
- Discuss how their day at school has gone, how lunchtime was spent etc.
- Advise your child not to fight back. It can make matters worse.
- Ensure your child is fully aware of school policy concerning bullying and that they should never be afraid to ask for help.
- Where there is evidence of bullying, tell your son/daughter that there is nothing wrong with him/her and that it is not his or her fault that they are being bullied.
- Give your child much praise and encouragement when they show kindness and consideration to others.
- Reiterate to your child what bullying is, why it is wrong and why it makes others unhappy.

### **Role of Governors**

The governing body support the Head Teacher in all attempts to eliminate bullying from our school. This policy reinforces our stance on bullying and our response to any such incidents that do occur.

### **Implementation, Monitoring and Evaluation**

The recording and monitoring of incidents of bullying are a part of the evaluation of our policy.

This policy will be reviewed annually to ensure its effectiveness and that it continues to meet the needs of children, staff, parents and governors.

### **Other Related School Policies:**

Behaviour

Safeguarding and Child Protection

Acceptable Use Policy (ICT)

Equality

E-Safety

SEND Policy

Governors' Statement of Behaviour and Discipline

### **Helpful Organisations:**

Anti-Bullying Alliance

<http://www.anti-bullyingalliance.org.uk/>

Childline

<http://www.childline.org.uk/>

Kidscape

<https://www.kidscape.org.uk/>

Bullying UK

<http://www.bullying.co.uk/>

**Last reviewed by the governing body – November 2020**