



Policy Anti-Bullying

This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Title	Anti-Bullying
Date of Issue	January 2021
Review Date	January 2022
Prepared by	Headteacher
To be reviewed by	Headteacher and Governors
Appendices	Appendix 1 - Central Logging Form for bullying incidents Appendix 2 - Bullying Accusation Resolution Meeting Appendix 3 - Fynamore Anti-Bullying Charter designed by our School Council Appendix 4 - Case studies of successful anti-bullying strategies Appendix 5 - Useful sources of information for parents and children Appendix 6 - Useful sources of guidance for schools
Supply / distribution	Available as a read-only document on the Fynamore school website and one hardcopy in the school office.
Other relevant approved documents	Fynamore Behaviour Policy Fynamore Online Safety Policy Fynamore Safeguarding and Child Protection Policy Fynamore Staff Behaviour Policy
Authorised by	Headteacher and Governors

1. **Statement of Philosophy**

Bullying of any kind is unacceptable and Fynamore School is committed to providing a safe, caring and friendly environment for everybody at the school.

2. **Definition of Bullying**

The Department for Education defines bullying as:

‘Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.’

(Preventing and tackling bullying: Advice for headteachers, staff and governing bodies. Department for Education, 2017).

Types of bullying can be:

- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical - pushing, kicking, hitting, punching or any use of violence;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic - focusing on the issue of sexuality;
- Verbal - name-calling, sarcasm, spreading rumours, teasing;
- Religious – a negative or unfriendly focusing on religious difference or how somebody expresses their faith;
- Cyber - all areas of the internet (eg. email and internet chat room misuse); mobile phone threats by text messaging/calls; misuse of associated technology (e.g. cameras and videos).

3. **Objectives of the policy**

- To ensure that all pupils, parents/carers, staff and Governors know what the school policy is on bullying and what they should do if bullying occurs;
- To ensure that all Governors, staff, parents/carers and pupils have an understanding of what bullying is;
- To set out a co-ordinated approach to preventing and tackling bullying at school.

4. **Preventative strategies include:**

- Targeted Assemblies (eg moral stories related to bullying);
- Anti-Bullying Week, including ‘Odd Socks’ Day – November each year;
- Fynamore Friends – Year 6 pupils who support younger pupils and play games with them;
- Rainbow Room - every lunchtime staffed by TAs, where pupils can play games, read books and chat to others in a calm environment;
- Weekly Star assembly certificates promoting good behavior;
- Annual Online Safety Week, including activities and assemblies (links to Online Safety Policy);
- Involving the Community Police and the Mini Police scheme in Year 6 concerning the education of pupils about bullying in all forms;
- Involvement of School Council to write/review the school’s Anti-Bullying Charter.

5. **Support through the curriculum**

Staff regularly have PSHE sessions with pupils, when they encourage the class to discuss relationships with others.

6. Other Action

Staff are reminded to be vigilant during breaktimes and lunchtimes and follow up incidents.

Pupils have opportunity to formally feedback on bullying via the School Council and pupil questionnaire.

7. Support for vulnerable groups

Vulnerable pupils/staff are supported by reliable agencies and staff as required.

8. Roles

All staff are aware of procedures relating to bullying and these are highlighted in the Induction procedure and the Behaviour Policy. Staff are also made aware of the Safeguarding and Child Protection Policy and the Staff Behaviour Policy (reviewed/signed annually by staff).

9. Procedures

- Pupils/parents/carers/staff members should report all bullying incidents;
- All cases of bullying (as in section 2 above) should be recorded by staff (see section 9 below);
- In serious cases parents/carers should be informed and will be asked to come to a meeting to discuss the problem;
- Bullying behaviour or threats of bullying will be investigated and bullying stopped quickly;
- An attempt will be made to help the bully/bullies change their behaviour;
- Support will be available for the person being bullied;
- In serious incidents the situation will be monitored by staff to ensure that the bullying has stopped permanently.

10. Reporting Incidents

It is important that the school creates an atmosphere where anyone who is being bullied, or anyone who knows about it, feels that they will be listened to and that any action taken will be swift and sensitive to their needs. Both bystanders and pupils being bullied must realise that 'not telling' means that bullying is likely to continue. It is good practice that pupil reporting systems should offer confidential and varied routes to report bullying.

The Fynamore Anti-Bullying Charter, designed by our School Council, is displayed prominently in school (Appendix 3).

It is **very important** that schools log all incidents of bullying (including how the incident is responded to and monitored by the school). At Fynamore all bullying incidents are logged centrally (see Appendix 1).

101 Outcomes

- Bullying incident/s will be monitored by the Headteacher (to ensure repeat bullying does not take place);
- The sanctions imposed will depend on the severity of the incident/s in line with the school's behaviour policy;
- In the rare event that a parent's/staff member's concern is not resolved satisfactorily, a senior member of staff will hold a Bullying Accusation Resolution Meeting (see Appendix 2).

12. Monitoring and Evaluation

This policy will be monitored and reviewed annually by the Headteacher. At every review, the policy will be approved by the Governing Body.

The Fynamore Anti-Bullying Charter will be reviewed by the School Council on an annual basis, usually during Anti-Bullying Week in November (see Appendix 3).

Appendix 1: Central Logging Form for bullying incidents



**Fynamore School
Central Logging Form for bullying incidents**



Reported by:	
Name and year group of the pupil/s who have been bullied:	
Name and year group of the pupil/s who have bullied:	
Date of incident/s:	Time of incident/s:

Indicate type of incident/s – please tick one or more boxes

Verbal abuse	<input type="checkbox"/>	Isolation (including being ignored or left out)	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>
Having personal possessions taken/ causing damage to	<input type="checkbox"/>	Cyber bullying (including text messages, emails, social networking sites...)	<input type="checkbox"/>	Being forced to hand over money	<input type="checkbox"/>
Being forced into something against	<input type="checkbox"/>	Spreading rumours/ nasty notes	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

Brief description of incident/s:

Advice given/ action suggested by person who logged this complaint:

Have the parents/carers of the pupil/s who were bullied been informed? <i>(Please tick)</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have the parents/carers of the pupil/s who bullied been informed? <i>(Please tick)</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Appendix 2: Bullying Accusation Resolution Meeting

	Bullying Accusation Resolution Meeting	Date/Time:
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Accuser Name:		Year:
Accused Name:		Year:

Brief overview of the accusations/concerns:

Thoughts/Response from the Accused:

Moving forwards

..... agrees to agrees to

The school agrees to:

Signatures

Accuser Parent: **Accuser Child:**
Accused Parent: **Accused Child:**



Fynamore Anti-Bullying Charter



At the end of Anti-Bullying Week, we decided that it would be a good idea to put together an Anti-Bullying Charter.

The School Council discussed how best to tackle it in our school.

We think that it should be reviewed every year during Anti-Bullying Week.

At Fynamore Primary School, we believe that everyone has the right to feel safe and welcome.

We want to **PROTECT** each other from bullying.

We promise to:

Protect our peers

Report bullying concerns

Offer our friendship to everyone

Think before we speak

End bullying

Care for others

Talk to someone if you're sad



What makes something bullying?

Bullying can be physical or verbal.

It can be indirect - e.g. simply ignoring someone all the time.

It can be in the form of cyber bullying too.

It is something that happens more than once.

Ask yourself if it is:

Several

Times

On

Purpose



If it is, then report it to an adult.

Appendix 4: Case studies from schools implementing successful anti-bullying preventative strategies

Ofsted

A range of national case studies, providing examples of good practice can be found on the Ofsted website.

<http://www.ofsted.gov.uk/resources/goodpractice>

In the good practice section you can search for “schools” and use appropriate key words such as “bullying” to access recent case studies.

GOV.UK/DfE

Approaches to preventing and tackling bullying: Case studies, June 2018

This report is intended to be used as a resource by schools and other stakeholders looking for examples of anti-bullying practices.

These include approaches to tackling bullying generally and more specific types of bullying, for example: racial bullying; special educational needs and disability (SEND) bullying; and lesbian, gay, bisexual or transgender (LGBT) bullying.

Appendix 5: Useful sources of information and support for children and young people and their parents/carers:

- Childline** Helpline: 0800 1111 (open 24 hours a day - aimed at children who are experiencing bullying problems)
For children who are deaf or hard of hearing textphone service:
0800 400222 www.childline.org.uk
- Gov.UK** Information on different types of bullying, what to do about bullying, and information and advice for people who are bullying others and want to stop. www.gov.uk/bullying-at-school/the-law
- EACH** EACH has a freephone Actionline for children experiencing homophobic bullying: 0808 1000 143. It's open Monday to Friday 10am-5.00pm
www.eachaction.org.uk/
- Kidscape** Helpline: 020 77303300 (aimed at parents, guardians or concerned relatives or friends of bullied children) www.kidscape.org.uk/

Appendix 6: Useful sources of guidance for schools in preventing and responding to bullying incidents:

The latest local and national documents relating to addressing bullying in schools can be found on the Wiltshire Healthy Schools website (via RightChoice):

<http://www.wiltshirehealthyschools.org/resources/guidance/>

Other related documents available include:

- Characteristics of bullying victims in schools (DfE, 2010)
- Tackling bullying in schools: a guide for Governors (Anti-Bullying Alliance, 2011)
- No Place for Bullying: How schools create a positive culture and prevent and tackle bullying (Ofsted, 2012)
- Behaviour and Discipline in Schools (DfE, 2013)
- Cyberbullying: Advice for headteachers and school staff (DfE, 2014)
- Creating a culture: a review of behaviour management in schools, 2017
(*Tom Bennett's independent review on behaviour in schools and strategies to support effective behaviour cultures, and the government's response.*)