



Anti-Bullying Policy 2020

Head Teacher: Louise Irving

Chair of Governors : Gill Howell

This policy was adopted on November 21st 2019

This policy was reviewed on November 2020

This policy is due for review in November 2021

1. INTRODUCTION

1.1 Forest Park Primary School aims to provide children with a safe and secure setting to enable children to grow and learn. As part of the PSHE curriculum pupils are taught about forming positive relationships and making decisions. As part of this learning pupils learn about bullying, including cyber-bullying (see E-Safety policy) and how they can get help and support.

It was reviewed in April 2021 to include the new Sex and Relationship guidance.

To be reviewed -April 2024, however, it is constantly under review by the behaviour team and the senior leadership team.

1.2 It is a Government requirement that all schools have an anti-bullying policy. Latest guidance from the DfEs *Preventing and Tackling Bullying* states that 'every school must have measures in place to prevent all forms of bullying'. For more information, please follow the link below.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

The Anti-Bullying Alliance defines bullying as "people doing nasty or unkind things to you on purpose, more than once, which is difficult to stop". Bullying often involves an imbalance of power between the perpetrator and the victim.

1.3 Our definition of bullying is as follows: "deliberately hurtful behaviour that is repeated, often over a period of time".

Bullying can include:

- Name calling
- Being teased
- Being hit, pulled, pinched or kicked
- Having possessions taken
- Receiving abusive messages (oral, written or through email)
- Being forced to hand over money
- Being forced to do things they don't want to do
- Being ignored or left out
- Being attacked because of religion, gender, sexuality, disability, appearance or ethnic or racial origin.

1.4 Forest Park Primary School take all forms of bullying seriously, and seek to prevent it from taking place. Any incidents of bullying will be recorded and the Head Teacher will be informed. Classroom based staff will be informed and where appropriate other adults (for example lunchtime supervisors, sports coaches) to ensure children are safe.

2. TYPES OF BULLYING

2.1 Homophobic, Biphobic, transphobic bullying

Homophobic, biphobic and transphobic language is endemic in Britain's schools. It can affect lots of different groups of pupils including those who are openly or perceived to be LGBT, those with LGBT family or friends, or those who are perceived to be 'different' in some way.

The most important thing is to challenge all negative language, including homophobic, biphobic and transphobic language, in school so that everyone feels comfortable and happy to be who they are without fear of ridicule or experiencing discrimination from others. The following website has some useful information about this type of bullying http://www.stonewall.org.uk/sites/default/files/hbt_language.pdf.

Examples of biphobic language – 'greedy, it's a phase, pick a side'

Examples of homophobic language – 'gay, lezza, dyke, faggot. You're so gay'

Examples of transphobic language – 'tranny, he/she, you're not a real girl'

2.2 Cyber bullying

Technology is easily accessible to children and has provided a new platform for bullying which can occur inside or outside the school. It can happen at any time and possibly has a larger audience. Internet social networking sites can be used to bully and humiliate people. Mobile phones, tablets and computers such as X-box can also be used to bully. Please refer to our E-safety policy for more information.

As part of PSHE, children learn about online safety and how to keep themselves safe. They are told to report something they do not like or talk to a trusted adult. Pupils are taught not to share personal information.

2.3 Physical bullying

This means physically touching another person or encouraging someone else. This type of bullying includes hitting, kicking, biting, pushing, tripping, hair pulling and burns for example by a cigarette.

2.4 Verbal bullying

This includes name-calling, teasing and hurtful comments.

2.5 Social or emotional bullying

This is when you use a relationship to hurt someone. It involves excluding or ostracizing someone from a friendship group, spreading rumours, or “the silent treatment”.

2.6 Racial bullying

Racist bullying can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

2.7 Sexist bullying

Sexist, sexual or transphobic bullying is when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to typical gender norms. The root cause of these forms of bullying is gender inequality. Sexist, sexual or transphobic bullying are not the same as homophobic bullying. However, very often, sexist attitudes manifest themselves in homophobic bullying and any young person, who is perceived as not expressing stereotypically masculine or feminine behaviour expected of their sex, might experience homophobic bullying.

2.8 Bullying because of disabilities or Special Educational Needs

Children with disabilities or Special Educational Needs are more likely to be bullied. They may not be able to explain what is happening so adults need to look for signs that something is wrong.

Sexist, sexual or transphobic bullying may also occur in conjunction with other forms of bullying, such as racist bullying or bullying related to special educational needs, disabilities, or cyberbullying.

3. SIGNS OF BULLYING

There are many signs that a child may be bullied but here are a few examples:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

For more information, please visit - <https://www.stopbullying.gov/at-risk/warning-signs/>

4. AIMS AND PRINCIPLES

To ensure that the whole school community understands what is meant by bullying.

To create an environment where all pupils and staff feel safe at all times.

To make clear that bullying of any kind will not be tolerated.

To create a culture and systems that enable children and young people to report bullying incidents without feeling they are telling tales.

To ensure that all incidents and allegations are seen to be taken seriously, investigated and, if necessary, acted upon, with clearly defined procedures.

To provide a thorough and systematic recording procedure for incidents, which can help with reviewing and evaluating the policy.

To facilitate participation in peer support and education approaches.

To provide information about its aims and the way it works for new staff and children and young people, and restate its aims to everyone after regular review

To implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

To teach awareness of anti bullying as part of the curriculum.

Ensure children know the correct procedures to follow if they are being bullied or witness bullying.

5. STRATEGIES AND PROCEDURES

5.1 The role of the teachers and support staff:

Where a child at school reports any incident the adult to whom the child is reporting must:

- Listen to the pupil. Make sure the child knows that they may need to speak to someone else to keep them safe. Staff cannot promise to keep secrets.
- Ask questions to clarify the situation if appropriate. Use the TED strategy to help (tell me, explain and describe). Staff will let the pupil talk without making assumptions or elaborating what they are saying.

- Offer comfort and support to the pupil.
- Make notes using the behaviour incident sheets and ensure the notes are retained in the orange file. This should be done after talking to the pupil(s).
- Investigate the incident by talking to other children/adults.
- Where it is clear that a bullying incident has taken place the Headteacher (or in her absence the Deputy Headteacher) should be informed following the level 5 consequences of the Behaviour and Discipline Policy (see Behaviour and Discipline Policy)
- Parents (of the victim and perpetrator) will be kept informed of children's actions and ensure they understand the procedure school will follow. Parents will be welcomed into school to discuss any concerns they have
- Where the adult is not the child's/children's class teacher then the adult must liaise with the class teacher(s)
- The class teacher will monitor the situation and ensure the school Leadership keep (including the family support workers) are kept informed until the victim is happy at school again.
- Bubble time is provided in each class to allow children to communicate issues arising from bullying that they feel unable to tell someone face to face.
- Family support workers will develop support packages for pupils such as anger management, assertiveness groups or social skill interventions. This is in association with the Behaviour & Attendance Consultant.
- The behaviour team keep records of instances of bullying

5.2 The role of the Headteacher:

- To ensure that support has been provided to the pupils and staff where needed.
- Meet with the children concerned and explain why the bullying must not happen again.
- Be involved in / deal with major incidents. Listen to concerns from both staff, children, visitors to the school and parents.
- Keep a separate logbook containing the type of bullying, full names of those involved, date, time, witness statements and action taken.
- Inform parents of the matter
- Ongoing staff training
- Review matters regularly
- Use Worship/assembly times to reinforce the message and to give children the strategies needed to prevent bullying.

5.3 The role of the Governors:

To support the head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep

accurate records of all incidents of bullying (behaviour incident sheets/ major incident sheets), and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

5.4 The role of parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's Compliments, Comments and Complaints procedure, as detailed in the school Prospectus.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Triple P parenting programmes are available to teach parents strategies to encourage desirable behaviour. This enable parents to teach children why bullying is wrong and what to do if they bullied.

5.5 Role of Pupils

Pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring. Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Our School Council address the issue of bullying and lead whole school assemblies during Anti-Bullying Week. Each year group also learns about bullying as part of their PSHE work and through the Sex and Relationship guidance.

6. Monitoring and review

The Head Teacher, who reports to governors on request about the effectiveness of the policy, monitors this policy on a day-to-day basis.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness.