



## **Felton C of E Primary School**

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### **Anti-bullying Policy**

#### **Purpose**

- To provide a safe, secure and positive environment where:
  - children can achieve their potential, making full use of the opportunities available to them;
  - children, staff, volunteers or any other adults working in the School have the right to have themselves and their property treated with respect and to be free from intimidation.
- The School seeks to protect these basic human rights by:
  - setting up a range of preventative measures;
  - actively listening to children (and, where appropriate, their parents or carers) and all staff, volunteers and other adults working in the School) who may feel bullied, or that they are bullying, or have witnessed bullying.

#### **Principles**

- The School has a strong ethos which promotes tolerance and respect, including respect for difference and diversity.
- Bullying by children, staff, volunteers or any other adults working in the School is unacceptable and will not be tolerated.
- Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. It is always significant to the person being bullied.
- Positive leadership is essential on how to recognise and deal with bullying in relation to general attitudes and behaviour.
- A planned approach is required, so that it is discussed openly and regularly in a context which promotes self-esteem and confident relationships.
- The headteacher's duty of care to prevent bullying is applied only within the precincts of the school. However, a good deal of bullying takes place outside the school gates and on journeys to and from School. It is therefore essential that protocols be established to support children in the School who are being bullied outside.

#### **Definition and Identification of Bullying**

- Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group.
- Bullying can be by reference to race, gender, age, sexual orientation, disability, appearance or some other perceived "difference".
- Bullying can be seen to characterise some relationships between adults or between adults and children.

- In more serious instances where adults abuse their power over a child or a child abuses their power over another child, bullying may be viewed as child abuse and should be treated as such – see Child Protection Policy
- Bullying can take place in the School or on journeys to and from the School.
- Bullying is deliberately or thoughtlessly hurtful. It typically has seven elements:-
  - an initial desire to hurt;
  - the desire is expressed in action;
  - someone is hurt either physically or emotionally;
  - there is an imbalance of power;
  - it is without justification;
  - it is typically repeated;
  - there is evident enjoyment by those who bully.
- Bullying can typically take three forms:
  - Physical bullying (eg hitting, kicking, taking belongings, inappropriate or uninvited sexual touching);
  - Verbal bullying (eg name calling, insulting, making offensive remarks, sexual innuendoes and propositions);
  - Indirect bullying (eg spreading nasty stories, inciting others, distributing offensive or provocative literature, exclusion from social groups, wearing offensive or provocative badges, clothing etc).
- Children with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children may not be able to articulate their experiences.

### **Strategies and Procedures for dealing with bullying on School premises or external visits**

- From commencement of this Policy there will be an audit of the extent and nature of any bullying within the School.
- An incident book will be used to record reports of bullying incidents, and to record any actions taken by the School in response.
- The School's approach to anti-bullying will be regularly reviewed.
- Children will be regularly consulted to find out what bullying occurs, when, where and by whom.
- Children will be listened to carefully and opportunities made available for them to express their views and opinions.
- Children will be encouraged to report bullying to themselves or others to any member of staff of the School they trust on an assured confidential basis as far as possible and procedurally necessary.
- Independent listeners will be clearly identified, including older pupils and adults other than School staff to whom those who are being bullied may turn.
- Children will be involved in procedures dealing with instances of bullying through circles of friends, peer mediation and other schemes.
- All incidents will be dealt with in the first instance by the staff involved (and by the headteacher when required) promptly, calmly and consistently.
- The immediate safety and well being of those being bullied will be ensured.
- The headteacher, and/or staff involved, will determine what action to be taken. Where necessary, parents and the wider community will be involved in the decision.
- The investigation and action taken will be clearly communicated to all directly affected parties and to the rest of the School, staff and parents as necessary.
- Once reported and identified and action implemented to address the bullying incident(s) there will be weekly (or daily if necessary) follow-ups on those who are bullied and those who bully.

## **Preventative Work**

- An understanding of race, gender, age, sexual orientation and disability relations and suitable strategies will be developed through staff training.
- Content within verbal abuse related to race, gender, age, sexual orientation, disability, appearance or some other perceived “difference” will be recognised and consistently challenged.
- Explore children’s understanding of their use language that references race, gender, age, sexual orientation, disability, appearance or some other perceived “difference” – do they understand it?
- Ways of breaking down age group stratification will be continually identified, for example through planned and managed buddy systems, and activities for mixed age groups.
- Explore bullying and issues of difference and diversity through the curriculum.
- Single sex groupings may be used to explore sensitive issues.
- Explore and rejoice in differences and diversity through a wide range of events in and out of the curriculum.
- Drama, role plays, dance, arts etc will be used to raise awareness of bullying and conflict and to seek solutions.
- Assertiveness training will be provided as part of delivering the curriculum.
- Explore multi-agency working to support the implementation of this anti-bullying policy.

## **Strategies to deal with bullying outside School premises**

- Where a pupil reports bullying off the school premises, it may be appropriate to:
  - Talk to the headteachers of other schools, where children and young people from these schools are bullying off the premises;
  - Plan safe routes to School with the children;
  - Talk to children about how to avoid or handle bullying outside School premises;
  - Talk to the local police about specific problem groups and problem areas.

## **Monitoring and Evaluation**

- The Headteacher will take the lead in monitoring the effect of the Policy at regular intervals and record any action taken.
- The Governors will be updated on the effectiveness of the Policy through the Headteacher’s report to an ordinary termly Governors meeting.
- The policy should make clear under what circumstances records should be used for monitoring, how long the records should be kept and who will have access to them.

The performance indicators will be:

- Bullying reports in Incident book.
- Children saying they would not join in bullying someone else.
- Children saying they would tell a member of staff if they were being bullied.

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Policy approved: January 2015

Reviewed: Spring 2018

Review: Spring 2019

This policy will be reviewed annually.