

# ANTI-BULLYING Policy

## Introduction

Flanderwell Primary School recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Flanderwell Primary School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by our Anti-bullying Co-ordinator Mrs K Sherriff. We celebrate diversity and promote cohesion within our community.

This policy reflects the following guidance:

**'Preventing and Tackling Bullying', Department for Education 2011**

[www.education.gov.uk/aboutdfe/advice/f0076899/preventingandtackling-bullying](http://www.education.gov.uk/aboutdfe/advice/f0076899/preventingandtackling-bullying)

## What is Bullying?

"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

**The Equalities Act 2010** aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas pertinent to C&YP are:

- disability
- gender
- gender reassignment / transgender identity
- race
- faith
- sexual orientation/sexuality
- pregnancy/maternity

The two areas which do not specifically affect C&YP are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

The following are examples of bullying behaviours:

- **Verbal** *e.g. name-calling, making offensive comments, taunting*
- **Physical** *e.g. kicking, hitting*
- **Emotional** *e.g. spreading hurtful and untruthful rumours, excluding people from groups*
- **Cyber** *e.g. inappropriate texting/emailing, inappropriate use of MSN*
- **Written** *e.g. ridicule through drawings and writing e.g. on planners/PC's*
- **Incitement** *e.g. encouraging others to bully*
- **Extortion** *e.g. demands for money or personal property*
- **Damage to Property** *e.g. theft of bags, tearing clothes, ripping books*

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

### **Impact of Bullying**

Research confirms the destructive effects of bullying on young peoples lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

### **Some Signs of Bullying**

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)
- Unexplained bruises or injuries
- Lack of energy, lethargic

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

## **Flanderwell Primary School ANTI-BULLYING STRATEGY**

### **What we will do as a school**

- Ensure the whole school community has an understanding of bullying and its consequences
- Appoint a designated member of staff as anti-bullying officer. This is the learning mentor Karen Sherriff
- Appoint an Anti-bullying Governor who will meet regularly with named person in school; Karen Sheriff.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying in line with RMBC guidelines. This file is kept in the Headteacher's office.
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify and make safe, areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
  - Regular praise of positive and supportive behaviour by all staff.
  - Work in school which develops empathy and emotional intelligence.
  - Any incidents are treated seriously and dealt with immediately.
  - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrators parents will be informed.

### **How we will work with victims of bullying**

- Ensure that there are clear pathways for reporting bullying. See appendix 2 for procedure for reporting bullying behaviour.
- Ensure that victims are listened to by the Head teacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed

### **How we will work with those accused of bullying**

- Ensure that perpetrators are listened to by the Head teacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
  - counselling/instruction in alternative ways of behaving
  - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
  - adult mediation between the perpetrator and the victim (provided this is safe for the victim)
  - fixed periods of exclusion
  - permanent exclusion (in extreme cases which may involve violence)
  - Support from the LA in anti-bullying workshops within classes and with pairs, groups and individuals involved.

### **How we will work with bystanders**

- Ensure that they are listened to by the Head teacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

### **Strategies we may use include**

- Lunchtime clubs
- Learning Mentor support
- Circle Time
- Assemblies
- Peer mentoring
- Peer mediation
- Circle of Friends
- Support from external agencies eg Rotherham Mind, Anti-Bullying Development Officer.

- Sharing good practice with other schools
- Participation in Anti-Bullying Week/Friendship weeks.

### **How we will educate the school community**

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Ensure that the anti-bullying officer and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community (Social, Moral, Spiritual and Cultural education via the curriculum)

### **How will we work with parents and carers**

By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to. Parents should first report the bullying to the Anti-bullying officer.
- every opportunity is given to parents/carers to share their concerns.

Where a parent/carer is dissatisfied with the schools handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked. (See appendix 2 Recommended procedures in school for reporting bullying).

The Local Authority complaints procedure for handling school complaints can be accessed [here](#).

### **How we will support staff**

We will ensure appropriate agencies contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol)

## Appendix 1. Support Agencies we may consult

Rotherham MIND: 01709 554755

Rotherham Healthy Schools: [healthyschools@rotherham.gov.uk](mailto:healthyschools@rotherham.gov.uk) Tel 01709 740226

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk) 02077303300

**Childline** – advice and stories from children who have survived bullying  
08000 1111 WEBSITE

**Bullying on line** [www.bullying.co.uk](http://www.bullying.co.uk)

**Parentline Plus** – advice and links for parents [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)  
08088002222

**Parents Against Bullying** 01928 576152

### Useful sources of information

**Mermaidsuk.org.uk** – family and individual support for teenagers and children with gender identity issues. [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)

**Stonewall** - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. [www.stonewall.org.uk](http://www.stonewall.org.uk).

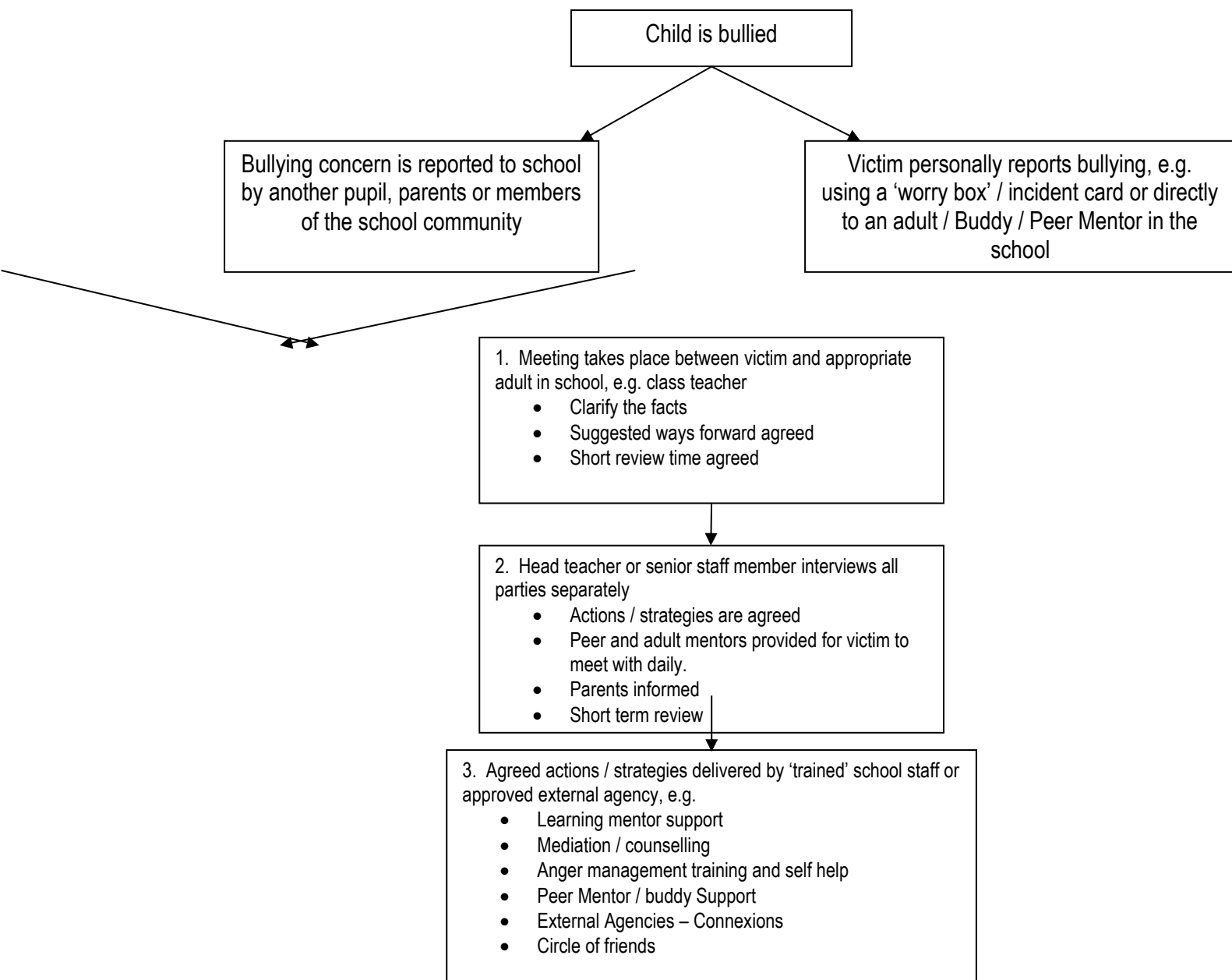
**Cyberbullying.org** - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site [www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger** - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)

**Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement [www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)

**Appendix 2. Procedures in school for reporting bullying: pathways of help**



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graph TD; A[ ] --> B[Incident resolved / bullying stops OR Step 4]; A --> C[Not Resolved];
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Incident resolved / bullying stops OR Step 4

**Not Resolved**

4. If issue unable to be resolved internally by school:

- Head teacher and Chair of Governors inform / seek advice from LA Anti-Bullying Development Officer
- Parents should, if requested be given a copy of the schools complaint procedure