



Fingringhoe

Church of England (VA) Primary School

Anti-Bullying Policy

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1. Anti-Bullying

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At Fingringhoe Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere free from oppression and abuse. Bullying will not be tolerated.

Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken. We are a 'telling'school. This means that *anyone* who is aware of any type of bullying that is taking place has a responsibility to tell a member of staff immediately.

2. What Is Bullying?

Essex County Council guidance is as follows:

There is no universally accepted definition of bullying and sometimes parents / carers and children can get confused between what is bullying and what a friendship fall-out or relational conflict between children.

Bullying is generally considered to be behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

3. Relational Conflict vs. Bullying

The following table provides a very simplistic guide to some of the differences between bullying and relational conflict.

Relational Conflict:	Bullying:
Happens occasionally	Repeated hurtful behaviour
Accidental	Deliberate
Equal power	Imbalance of power
Remorseful	No remorse
Effort to solve problem	No effort to solve problem

"Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually

persistent and an abuse of power, leaving the targeted individual feeling defenceless." *Essex County Council*.

4. Bullying is not:

- teasing behaviour between friends without intention to cause hurt;
- falling out between friends after a quarrel or disagreement; or
- behaviour that all parties have consented to and enjoy.

Bullying can take many forms and includes:

Physical bullying - Examples of physical bullying include punching, kicking or hitting. It could also include damage to school work or another person's belongings.

Emotional bullying - This includes the deliberate isolation and rejection of an individual - often by taking their friends away. Emotional bullying can also include looks and stares.

Verbal – Verbal bullying will include name calling, put downs and may include sexual, or racial comments.

Indirect – spreading rumours or stories about a person: being left out, ignored or excluded from groups.

Prejudiced based bullying - This form of bullying is generally driven by negative attitudes towards another group of people, or because the selected victim is seen as 'different' in some way. This can include homophobic bullying, racist bullying and the bullying of children with SEN.

Electronic /Cyberbullying - This is the use of electronic communication via text; via social media sites; via email; via images/videos posted on the internet or spread by mobile phone to deliberately hurt someone. This includes the intentional sending of hurtful messages and inappropriate images.

It is not always easy to identify those who bully and those who are bullied. These are not personality types – no child is born a bully or a victim of bullying. Rather bullying is a type of behaviour that potentially any child can exhibit. Bullying can also be group behaviour - it can be particularly difficult for school staff to determine what has happened in cases of bullying involving several pupils – particularly if these groups are made up of children in the same peer or friendship group. Bullying can happen in public – such as physical assault in the playground, or it can be very subtle and hard to detect – such as the spreading of rumours or deliberate social exclusion.

Bullying, Zero Tolerance Behaviour and Crime: There are times that bullying behaviour becomes criminal - but not all bullying behaviour is criminal. If the headteacher thinks a crime may have been committed they will contact the police for advice on appropriate action to take. Some examples of bullying behaviour that *could* be considered criminal include:

- Causing deliberate* physical harm or marking a person**
- Use of abusive or threatening language

- Racism or prejudice
- Wilful destruction or damage to school or personal property
- Theft

*deliberate- with intention, through unacceptable behaviour. ** Causing a lasting mark through unacceptable behaviour. We recognise that children can mark other children accidentally. Accidental harm will be addressed on an individual basis.

5. Our Aims

Our aim is to involve the whole school community in developing and promoting whole school anti-bullying ethos and culture. We work hard to create and ensure a friendly and secure environment in our school; a climate where children can tell others how they feel. Children are taught to know that they have the right to respect, to safety and to their own space and that if they feel threatened or 'unsafe' they must tell someone.

We strive to:

- make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and/or stop any continuation of harmful behaviour
- encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary
- apply reasonable and proportionate disciplinary sanctions to children causing the bullying
- support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effectives on their behaviour and self-esteem
- address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying
- ensure all staff are trained and supported to enable them to model positive relationships
- regularly monitor incidents of bullying and harassment and report to responsible bodies (e.g. governors)
- provide a curriculum framework for 'Personal Social and Health Education' and citizenship that includes learning about bullying, diversity, discrimination and personal safety.

6. Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Our school has a responsibility to respond promptly and effectively to issues of bullying.

7. Fingringhoe Primary School's Pro-Active Strategies for Preventing Bullying:

At Fingringhoe Primary School, our whole-school approach to tackling and preventing bullying in schools is working with children and young people, parents, school staff and the whole school community to provide a solid foundation from which to embed developments and improvement in a systematic way. Fingringhoe Primary School promotes healthy relationships and respect for all through:

- assemblies/collective worship;
- Fingringhoe Primary School's values system;
- class based PSHE (Personal, Social, Health and Economic Education)/Citizenship lessons focused on bullying;
- 'Smart Thinking' sessions focused on developing understanding and empathy;
- systems that support parent/carer involvement ;
- adult modelling of positive relationships and communication;
- developing a restorative ethos and culture that supports the development of social and emotional skills;
- taking pride in our school environment and implementing a rolling plan of action to improve the school grounds;
- joint planning support to ensure lessons are interesting and engaging for all groups of pupils;
- 'Pupil Voice' (formerly known as 'School Council') and pupils as 'Behaviour Monitors' or 'Champions';
- Curriculum work; and
- Playground Strategies – improving equipment and organised games, sports coach, and training MDAs to be vigilant.

8. Our School Community:

- Bullying is not just something that children go through. It is well researched that bullying causes long term damage to both the person on the receiving end, and those who bully. The Anti-Bullying Alliance has links to research on all matters related to bullying.
- It is not a child's fault if they are bullied. Children should never be told to just ignore it, or to change who they are. It is the children doing the bullying that need to change their behaviour and their attitude. This is particularly true if the bullying is targeted at a pupil's gender, sexuality, race, faith, impairment or special educational need.
- Avoids gender stereotypes when it comes to tackling bullying. Anyone can be capable of bullying behaviour and it has a serious impact on both boys and girls.

- Children need to be supported to speak out if they or someone they know is being bullied. Make it clear how pupils can report bullying. If a child tells you they are being bullied – take what they say seriously and ask them what they want to happen.
- Tell them that together you will make it stop and record all your actions. Make sure they know they can call a helpline like Childline any time.
- The only way to stop bullying is to acknowledge that it happens and create a talking culture in your school where any hurtful behaviour is quickly brought out in the open, discussed and dealt with. It is rarely one on one behaviour and so take time to find out who else is involved–and how other pupils can support the person on the receiving end while making it clear to the person or people doing the bullying that it's not acceptable.
- Challenges all forms of offensive or discriminatory language in your school (eg homophobic and transphobic comments, sexist and sexual language, racist and faith targeted comments, disablist words).
- Takes time to talk to pupils about what it feels like to be in your school, whether there are any bullying hot spots – and if there is anything you could do differently to stop bullying.
- Discusses, monitors and reviews our anti-bullying policy on a regular basis, in line with our 'Management of Pupil Behaviour' policy.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the local authority and other relevant organisations when appropriate.

9. Strategies for Dealing with and Preventing Bullying

At Fingringhoe Primary School, our whole school community works together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside responsive strategies for dealing with incidents of bullying, we promote a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level.

Our approach includes 10 Key Principles

1. Listen - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. Include all - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
3. Respect - all school staff are role models to others within the school in how they treat others.
4. Challenge – prejudiced or discriminatory language against people and children who are physically or mentally disabled is taken as seriously as homophobic or racist language.
5. Celebrate difference – Difference is actively and visibly celebrated and welcome across the whole school.
6. Understand - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. Believe - all pupils, including those with SEND, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. Report bullying - all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. Take action - we respond quickly to all incidents of bullying. Pupils, including those with SEND, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
10. Have clear policies - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

Fingringhoe Primary School takes any instances of bullying very seriously. Any form of bullying is unacceptable and will be dealt with using the agreed procedures and policy. We use the following strategies to help inform our practice:

- A strong commitment to tackling bullying from the senior leadership team and a named member of staff who deals with any issues: Head Teacher
- Regular training for staff on behaviour and dealing with behavioural incidents
- Data collection
- Prevention
- Response
- Involving students
- Working with parents and carers
- Staff training and development

All staff have a commitment to tackling bullying in school. The subject is brought up at regular Staff Meetings and reviewed throughout the year. Any recommendations are shared with staff via staff meetings and minutes are available to all stakeholders in the school to ensure the messages discussed are available for all.

At Fingringhoe Primary School we promote positive behaviour of all its children through the use of our 'Positive Behaviour Management Plan' in order to prevent bullying occurring within the school.

10. Responding to Incidents of Bullying

The procedure and effective stages to bullying at our school are:

Monitoring and recording behaviour and relationship issues

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall 'Behaviour Policy'. It supports the detection of bullying and allows for intervention at an early stage.

Making sure the person being bullied is safe and feels safe

When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

Establishing and recording what happened by listening to the targeted child

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately by completing the Bullying Incident Report Form (see Appendix A Sample Bullying Incident Report Form) which will then be uploaded onto CPOMs, where bullying has occurred.

Section A includes:

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied
- Date, time when parents/carers were informed.

When an incident of bullying is reported the school will endeavour to make a written record using Appendix A of this incident within 24 hours of the incident occurring and upload this on CPoms. Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school (e.g. who, when, how, what action taken). It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

Deciding upon a response

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. Parents will be consulted.

The Support Group Approach

School uses the support group approach as developed by George Robinson. It empowers young people to change behaviour and make decisions with low level input from a lead adult - a teacher or other adult.

The target of the bullying needs to agree that this is the appropriate way forward for them.

Step One: The lead adult talks to the child who has been bullied. They can help the children record his or her feelings through drawing, poetry or by talking. The victim is reassured that action is being taken. A verbal or written account of the incident is given by the victim (see Appendix A). What has happened to them? How often it has happened? Who was involved? Where it happened? Who saw what happened? What they have done about it already?

Step Two: The lead adult meets with the group of pupils who have been involved, including the named perpetrators. This includes some bystanders and some peers who are positive role models but not the target. We recommend about 8 children in total.

Step Three: The facilitator tells the group how the target pupil feels, sharing the expressed views of the target pupil. No accusations are made.

Step Four: Each member of the group is asked for ideas about how to help the target child feel happier. No prompts are given; the suggestions are accepted by the lead adult.

Step Five: The lead adult passes responsibility to the group to solve the problem. They arrange to meet the group again in about a week.

Step Six: The lead adult meets with the group and the target pupil, separately, after a chosen time, to monitor the situation and to celebrate successes. This meeting may need to be repeated if the target still feels there is an issue.

The key to the success of this approach is the dynamics of the chosen group and the monitoring of the situation. This approach ensures the safety of all concerned by allocating no accusation or blame to anyone but allowing everyone to take responsibility for improving the situation.

The advantages of this approach are that it empowers the young people to take responsibility for changing the behaviour of the group.

Research shows a high success rate in stopping bullying behaviour in the early stages.

The disadvantages of this approach are that it can be time consuming and it needs dedicated members of staff who believe in the approach to make it work.

This approach will not work if the bullying behaviour is entrenched in the culture of the community or the incident has been going on for longer than half a term. In these cases other interventions will be necessary.

Responding to incidents of cyberbullying

The school will follow the above procedures alongside the school's 'E-Safety' policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

Sanctions

In certain cases of bullying, the use of sanctions will be considered; for example, in cases of serious bullying such as where violence has been used or where the 'Support Group' approach has been unsuccessful in preventing further incidents of bullying.

Sanctions will be applied fairly and proportionately in accordance with the school's 'Behaviour Policy', taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the children's SEND and the extent to which they understand and are in control of what they are doing.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem.

Like the school's 'Support Group' approach, sanctions for bullying are intended to hold children to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the children to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's 'Support Group' approach. The school will draw upon the school's 'Behaviour Policy for Positive Behaviour' and follow the system for sanctions.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's 'Support Group' strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school.

11. Possible Signs and Symptoms of Bullying

Some children are more vulnerable to bullying than others and our staff are sensitive to the changes of behaviour that may indicate that a child is being bullied. Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied.

Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine

- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- uses excuses to miss school (headache, stomach ache etc)
- begins to suffer academically
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated. Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse/G.P. and the Child and Adolescent Mental Health Service (EWHMS).

12. Prevention

At Fingringhoe Primary School our whole school community works together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside responsive strategies for dealing with incidents of bullying, we promote a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level.

Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos
- Adopting positive behaviour management strategies as part of the school's 'Behaviour Policy'
- Implementing a whole school approach to the teaching of PSHE and citizenship
- Ensuring that the school's anti-bullying statement is actively promoted in assemblies and other formal occasions, as well as displayed around the school

- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- Providing a school council and regular 'circle time', enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as playground buddies/buddy bench and peer mentors
- engaging children in our annual Friendship Week/Anti-Bullying Week and supporting learning on bullying through whole school activities and projects
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing social skills groups for vulnerable individuals and groups as appropriate
- Providing a transition programme to support children moving across year groups and key stages
- Providing information on support agencies such as NSPCC and ChildLine including telephone numbers for help lines and addresses for supportive websites

13. Working with Parents / Carers

We will work alongside those parents/carers where we have become aware of a bullying situation. Parents/carers of both the child/young person who is being bullied and the perpetrator will be informed. Parents/carers will be contacted via a phone call/email and may be invited to the school to discuss their child's situation. We will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation.

The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's Bullying Incident Report Form (see Appendix A: Sample Bullying Incident Report Form). Once completed, this will be uploaded to CPOMs.

We will ensure that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

14. Delivering the Curriculum for Positive Relationships and Anti-Bullying

The PSHE and Citizenship curriculum plays a valuable role in preventative work on bullying. The PSHE and citizenship curriculum supports the development of children's self-esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for children to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

Work on bullying as part of the PSHE and citizenship curriculum is taught through:

- The SCARF Programme for PSHE and Citizenship in which learning related to bullying, diversity and difference is covered within themes such as Myself and My Relationships, Citizenship and Healthy and Safer Lifestyles
- Designated lessons
- Other curriculum areas such as religious education and history
- Enrichment activities such as visits from drama groups / outside agencies
- Work on British values which includes focus on tolerance, diversity and respect

15. Monitoring and Evaluating the Anti-Bullying Policy

The school's 'Anti-Bullying Policy' and practice is monitored and evaluated annually to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The policy review involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, governors, children and parents/carers using a range of methods such as:

- Surveys and questionnaires
- Focus groups and interviews
- Whole school audit tools. The head teacher regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children, and places and times where bullying may be occurring.

Appendix A – Bullying Incident Report Form