



FRANCISCAN PRIMARY SCHOOL

ANTI-BULLYING POLICY

Our vision is to provide an education of the highest quality within the context and understanding of shared values; care, consideration, cooperation, honesty, responsibility, respect and openness. Overall as a school we endorse UN Convention on the Rights of the Child (CRC) and this is at the heart of our school ethos: rights and respect in all relationships, whether between children or children and adults. We aim to empower children to engage in collaborative decision making and develop positive relationships on all levels across the school community.

Bullying

"Bullying is the wilful, conscious desire to hurt another and put her or him under stress." Tattum & Tattum 1992

Aims and objectives

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Statement of Intent

We seek to create an environment in which bullying behaviour is not tolerated by any member of the school community.

We aim to provide our children with the skills to enable them to mix successfully with a range of people so that bullying (either as a victim or a bully) will never be an issue for them.

Bullying, whether physical or verbal is regarded as unacceptable behaviour and will be dealt with within the rules already outlined.

Children and adults are encouraged to report any instances of bullying immediately. All allegations of bullying will be taken seriously and investigated.

Through discussions in the classrooms, assemblies and circle times children are made aware that it is not acceptable either to be bullied or to be a bully.

The role of governors

The governing body supports 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 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, 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.

The role of the head teacher

It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The head teacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Definition of bullying

DCSF guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

- **Physical** (violence, theft, vandalism)
- **Verbal** (swearing, racist, sexualised or homophobic language, cussing, name-calling, teasing, mimicking, referring to family/home/clothes)
- **Indirect** (spreading of nasty rumours, encouraging others to fight)
- **Emotional** (intolerance, harassment, exclusion, persuading children to part with money or goods)

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- **Bullying related to race, religion or culture,**
- **Bullying related to SEN or disabilities**
- **Bullying related to appearance of health conditions**
- **Bullying related to sexual orientation**
- **Bullying of you carers, looked after children, or otherwise related to home circumstances**
- **Sexist or sexual bullying**

There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods.

With regard to the bullying of school staff, see DCSF 2007, Para 1.11. Wandsworth has its own guidelines and procedures about workplace bullying.

At Franciscan Primary School we won't tolerate bullying of school staff, whether by pupils, parents/carers or other staff.

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying. These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

Preventing Bullying

- Members of the school community must be alert to signs of bullying and act firmly and promptly against it in line with guidance appended to this policy
- The school will promote anti-bullying strategies through assemblies, PSHE, SEAL lessons, circle time and other appropriate lessons such as drama.
- Pupils should be encouraged to tell someone if they are being bullied or observe bullying e.g. Head Teacher, Deputy Head, Phase leaders, TA's, Office Staff, Midday Supervisors, etc. Parents should inform the school if they believe their child is being bullied.
- A safe environment is created in the playground by careful supervision, playground pals etc. A 'Peer Mentor' system operates whereby children have a peer they can talk to if they have a problem and need help sorting it out.

Promoting an anti-bullying ethos in the school

Members of staff regularly use SEAL, PSHE lessons, assemblies or circle time to explore issues such as the causes of bullying, the effects of being bullied or being a bully, and how to stop bullying. Pupils will be given advice on what to do if they are being bullied or if they observe someone being bullied.

The school endeavours to create an environment in which bullying is not able to develop e.g. trained peer mediators, buddy bus stop, buddies and school council.

Cyber Bullying

Members of staff are also aware that bullying can be carried out through cyberspace. Children should be encouraged to tell someone if they are being bullied in this way. Guidance is also given in ICT lessons when the children are taught about internet safety.

Monitoring

The policy will be monitored by the Senior Management Team and, for the Governing Body, by the Curriculum Committee. It will also be monitored by the School Council and discussed with parents in PTFA meetings.

Roles and Responsibilities

All members of staff (class teachers, midday supervisors, teaching assistants, office staff, support staff, etc.) have a role to play in raising awareness, being alert to and reporting bullying. The overall responsibility lies with the Head Teacher and Governing Body.

Actions to be taken to support the victim

- Environmental changes will be made if necessary – classroom, playground to ensure that child feels more secure.
- Staff must communicate with other staff and record, where relevant, any incidents or concerns in a playground log.
- The situation will continue to be monitored by all staff to ensure no repetition. Children will be observed at break times, lunchtimes and in the classroom any follow-up findings will be recorded in the monitoring section of the school incident log.
- Key friends identified by the child may be asked for extra support.
- The child may nominate an adult in school whom they trust and feel they can talk to.

- The child will be made aware of the importance of immediate reporting of any further incidents.
- Parents will be invited into school so that action taken can be shared.
- The SENCo and the class teacher will work together to assess whether the child needs support in the development of social skills- assertiveness, language skills.

Actions to be taken to support the bully

Type and method of support will depend on individual needs, age and maturity of the child.

- It may be suggested that the children involved meet with the support of their class teachers.
- It will be made clear to the child that their behaviour is unacceptable because of the effect that it is having on the other child.
- The child may be asked what they hoped to gain by their behaviour – if their answer indicates that a need is not being met, then this will be addressed through discussion with parents.
- The child will be reminded that they are responsible for their behaviour and there are consequences for poor behaviour.
- Sanctions for behaviour may include the removal of breaks, lunchtimes – parents will be informed which sanctions will be used.
- If the behaviour persists, then outside agency support may be requested to address the needs of the child, with the permission of parents.

Role of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children- for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, please inform school. Your complaint will be taken seriously and appropriate action will follow.

- If you feel your child has been bullied by another child, please do not approach that child or the child's parent on the playground, please inform school immediately.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.

Strategies and Procedures for reacting and responding to bullying incidents

- Be **available** and **ready to listen**. Provide immediate support.
- **Investigate** every incident as soon as possible.
- **Record** every incident.
- **Respond** without becoming emotionally involved. Remind pupils of our policy.
- **Follow up** incidents at a future pre-arranged time. Ensure that future behaviour is monitored.

Feedback

Where appropriate –

- contact parents
- devise further strategies
- involve outside professional agencies

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