



Fulwell Infant School Academy
Anti-Bullying Policy

It is a Government requirement that all schools have an anti-bullying policy.

THE ROLE OF THE TRUST/GOVERNING BODY

The trustees/governors must agree a written statement of general principles for an overall anti-bullying policy, in consultation with staff, parents and pupils. They should periodically review this statement.

STATEMENT OF PRINCIPLES

At Fulwell Infant School Academy we have developed our anti-bullying policy to reflect our belief that children learn best in a calm, safe and orderly environment which values its individual members.

All members of the school community (children, staff, parents, trustees and governors) are responsible for supporting children, providing guidance and exercising control when and whenever this is appropriate. They act as role models, encouraging the development of appropriate qualities and behaviour, ensuring that high standards are maintained at all times. Consideration for others, self-control, respect for the individual and co-operation between all members of the school community will be encouraged both through the curriculum and other opportunities available within school.

We recognise that in all our dealings with children, each child will receive respect and fairness, care, love and positive guidance with respect to developing self-discipline and positive behaviour.

We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

AIMS

1. To ensure that all people (children and adults) in the school community are able to work in a safe and secure environment free from humiliation, harassment, oppression and abuse.
2. To clarify for all members of the school community that bullying is not acceptable and must be totally discouraged. Everyone must act in a positive way to ensure that bullying and harassment is challenged and reported.
3. To produce a consistent school response to any bullying and incidents of harassment that may occur.
4. To make all those connected with the school aware of our opposition to bullying.
5. To make clear each person's responsibilities with regard to any bullying and harassment in our school.



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DEFINITION OF BULLYING

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. Bullying is about power. Victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help.

Bullying and harassment can take many forms but may be:

1. Physical: e.g. hitting, kicking, taking or hiding belongings.
2. Verbal: e.g. name calling, teasing, insulting, racist remarks, writing unkind notes or negative comments on social networking sites.
3. Emotional: e.g. spreading rumours, excluding from groups, tormenting, staring.
4. A combination of the above: e.g. extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).

Any of these may also have contexts which discriminate in relation to age, race, gender, disability, special educational need, faith, religion, socio-economic background, sexual orientation or trans-gender (these will be referred to as 'protected characteristics' in this policy)

POSSIBLE SIGNS OF BULLYING AND HARRASSMENT

Those being bullied or harassed may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their school work may deteriorate. They may lack concentration or even truant from school.

ENCOURAGEMENT TO TELL (Disclosure by pupils being bullied)

It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue.

GUIDELINES AND PROCEDURES

The exact course of action will vary with each situation but the main objectives should be that bullying and incidents of harassment are brought into the open, discussed and strategies agreed to help resolve the problem. It is always important to make clear that:

1. The bully's behaviour is unacceptable and the bullying must stop.
2. Everything that happens is carefully recorded.
3. The application of sanctions will depend on the individual circumstances of each incident.
4. Revenge is not appropriate for the victim.
5. The school will work with the parents of both the victim and the bully.
6. Support will be available for the victim.
7. Support will be available for the bully to help change his/her behaviour.



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This is an overview of the procedure to follow in cases of bullying or harassment.

Action taken to address issue with year group / school if necessary e.g. through circle time / RSE / PSHE / assembly

Incident form to be completed and filed.

Response to perpetrator and family

Response to victim and family

Member of staff to investigate further (if incident reported) or challenge behaviour immediately.

INTERVENTIONS

Where pupils do not respond to prevention strategies it will be necessary to use the interventions described in the school behaviour policy.

THE SCHOOL CURRICULUM

The School curriculum will be used to:

1. Raise awareness about bullying behaviour and about the school's anti-bullying policy.
2. Challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

There are many opportunities within the curriculum to raise awareness, to teach relationship management, to enunciate policy and to discourage bullying or harassment via:-

- Assemblies
- RSE/PSHE/Drama/English lessons for example
- Group work/circle time
- ELSA activities
- Preventative strategies- including supervision of all areas of school and maintaining a stimulating environment

ROLES AND RESPONSIBILITIES

THE ROLE OF THE HEADTEACHER

It is the responsibility of the headteacher 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 headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher 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.



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

The headteacher sets the school climate of mutual support and praise for success, so making bullying and harassment 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.

THE ROLE OF THE TEACHER AND SUPPORT STAFF

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. Incidents are recorded in the Incident file held in the Headteachers office. If teachers witness an act of bullying, they will investigate it themselves and refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. The teacher or headteacher will inform parents if bullying tendencies are developing. The headteacher keeps a log book of bullying incidents. (Incident file/CPOMS)

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

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 headteacher. If they remain dissatisfied, they should follow the school's 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.

We will recognise, and encourage parents to recognise the difference between bullying and bossiness or boisterous play.

Bullying is a wilful, conscious desire to hurt, threaten or frighten.

Bossiness is usually directed at whoever is around at the time and requires the development of social skills.

Bullying is a deliberate intention to spoil other children's activities, showing violence and hostility.

Boisterous behaviour is not vindictive or aimed to hurt individuals or groups.

THE ROLE OF PUPILS



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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.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

This will be reinforced in assemblies, circle times when children are encouraged to discuss how they feel.

THE ROLE OF TRUSTEES/GOVERNORS

The Trustees/Governing Body support the headteacher in all attempts to eliminate bullying from our school. The Trustees/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 trustees/governors require the headteacher 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 Trustees/Governing Body notifies the headteacher and asks him/her to conduct an investigation into the case, and to report back to a representative of the Trust/Governing Body.

MONITORING EVALUATION AND REVIEW

This policy is monitored on a day-to-day basis by the head teacher, who reports to Trustees/Governors on request about the effectiveness of the policy.

This anti-bullying policy is the Trustees/Governors' responsibility, and they review its effectiveness annually. They do this by examining the schools anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. They look out in particular for bullying incidents that involve the protected characteristics outlined above. They will monitor parents' feelings with regard to how the school deals with bullying and harassment.

This policy will be reviewed in one year, or earlier if necessary.

Date: January 2025



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APPENDICES

1. Recording form
2. Strategies



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Appendix 1 FULWELL INFANT SCHOOL ACADEMY BULLYING INCIDENT RECORD FORM

NAME OF CHILD _____ YEAR _____ TEACHER _____ DATE _____

PRESENT _____

DATE	NAME OF CHILD	CLASS	BRIEF DETAILS	ACTION	RECORDED BY



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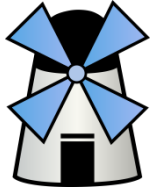
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Appendix 2 Strategies

SOME STRATEGIES TO HELP CHILDREN DEAL WITH BULLYING

- Say NO if someone is trying to get you to do something you know you should not do.
- Try to stay with your friends and not be by yourself.
- Try not to show that you are upset
- Don't fight back
- Are you doing something to make someone want to be unkind to you?
- Try to ignore silly name calling, just laugh and walk away
- Tell the person who is being unkind that you don't like what they are doing to you.
- If you can't tell a grown up or friend that you are being bullied, write it down and give the note to a special friend or a grown up.
- Walk away quickly if someone is trying to hurt you
- Keep telling someone that you are unhappy about the bully

- Remember it is the bully who is wrong, not you



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