

FERNDALE PRIMARY AND NURSERY SCHOOL



Anti-bullying Policy

Ratified by Governing Body: November 23
Reviewed Date: October 2023
Next Review Date: October 2024

Contents

- 1. Rationale**
- 2. Procedures**
- 3. The role of the Governors**
- 4. The role of the Headteacher**
- 5. The role of the staff**
- 6. The role of the parents**
- 7. The role of the children**
- 8. Monitoring**
- 9. Appendix A**

1. Rationale

That every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Our approach is to build the children's self-esteem and confidence and for our approach to be consistent across the school. We intend that the policy is clearly understood and shared by all, children, staff and parents. At Ferndale our aim is to reduce and prevent child on child abuse.

The anti-bullying policy takes its place within the general aims of the school. It has close links to Child Protection, Behaviour, Anti-racism, E-Safety, Equality and PSHE policies and is set within the framework of The Every Child Matters Agenda.

At Ferndale Primary and Nursery School we recognise that child on child on abuse is a concern for all of us, including pupils, teaching and non-teaching staff, parents and governors. A definition of child on child abuse including bullying is:

Bullying is ongoing, deliberate behaviour that upsets the child who believes they have been subjected to bullying behaviour. It is behaviour that is targeted and selective, bullying is a form of child on child abuse and can take the form of :-

Physical - hitting, kicking, punching, tripping up, damaging belongings, taking belongings

Verbal - name calling, taunts, insults, abusive language of all kinds

Indirect - rumour spreading, encouraging others to avoid someone, taking friends away

Cyber - any form of bullying via electronic devices such as mobiles or the internet

Sexual - inappropriate and unwanted touching and comments of a sexualised nature

Bullying can be prejudice based, linked to

- Race religion or culture
- Sexual orientation
- LGBTQ
- Disability or special needs
- Appearance, or any difference in ability, likes or dislikes, clothing style

2. Ferndale Primary and Nursery School Procedure:

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach and we understand that children who display bully behaviour are sometimes children who believe they have been subjected to bullying.

If child on child abuse including bullying is suspected we will:

- Talk to the child who believes they have been subjected to bullying behaviour, and any witnesses individually using peaceful problem-solving procedures and questions.
- Identify the young person displaying bullying behaviour and talk about what has happened, to discover why they became involved. Make it clear that bullying behaviour is not tolerated.
- Consistently use peaceful problem-solving procedures with all children.
- If all parties agree come together to discuss the incident/s
- Allow children time to sort things out if appropriate
- Support & empower children to resolve the conflict & understand their role in the issues
- Establish an agreement between the children where needed
- Inform parents
- Follow up with further discussions with individuals as and when appropriate
- When necessary support children individually or together
- If the incidents persist and are causing a health and safety issue then the Headteacher could instigate suspensions procedures (see Behaviour Policy)
- All incidents will be recorded.

Prevention & strategies to reinforce Ferndale Primary and Nursery Schools Policy on Anti-bullying:

- Anti-bullying week when we consolidate the work we do throughout the year
- Training and clear guidance for all members of staff on what to do in different situations including situations of cyberbullying
- We work with anti-bullying advisory groups, ELSA friendship groups to ensure good practice and project evolve.
- We are a Values School. We believe that our values represent the principles that drive behaviour. We further believe they influence our actions and attitudes, and become our framework for living. They influence our relationship with ourselves and others.
- Children participate in PSHE/Jigsaw lessons .
- Values assemblies
- Every class has a daily 'check in' system to enable children to share any worries they may have.
- Regular circle time activities.
- Nurture and friendship groups.

- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricula themes, drama, story writing and literature.
- A whole school reward system called dojos and a house system.
- Good quality role models
- Adult modelling of appropriate response to a wide range of scenarios
- Children & parents have a good knowledge of the procedure/policy
- Children have a clear understanding of their rights & responsibilities
- E-safety frequently discussed and taught
- Use of the Buddy system
- Adults to deal with a situation, even if minor. We understand that talking to the children may prevent the situation escalating

3 The role of governors

The governing body supports the Headteacher in all attempts to eliminate child on child including bullying behaviour from our school. The governing body will not condone any bullying behaviour at all in our school, and any incidents of bullying behaviour that do occur will be taken very seriously, and dealt with appropriately.

The governors require the Headteacher to keep accurate records of all incidents of bullying behaviour, and to report to the governors about the effectiveness of school's antibullying policy.

4 The role of the Headteacher

- It is the responsibility of the Headteacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and nonteaching) are aware of the school policy, and know how to identify and deal with incidents of bullying behaviour. The Headteacher reports to the governing body and the trust about the effectiveness of the antibullying policy on request.
- The Headteacher ensures that all children know that bullying behaviour is unacceptable behaviour.
- The Headteacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying behaviour.
- The Headteacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.
- The Headteacher will work with the SLT to identify children who may need additional external support and Lighthouse referral.

5 The role of all staff

- All forms of bullying behaviour are taken seriously, and proactive measures are taken to prevent it from taking place.
- All adults to deal with situations quickly and by using Restorative Justice methods or peaceful problem solving to prevent situations escalating.
- All adults to follow up what they have said e.g. keeping an eye, follow up discussion etc.
- Teachers are responsible for recording of all incidents of bullying behaviour that happen in their class, and that they are aware of in the school. If a child believes they have been subjected

to bullying behaviour or is displaying bullying behaviour towards others; the class teacher will inform the child's parents and the Headteacher.

- When any bullying behaviour is taking place between members of a class, the teacher will deal with the issue immediately.
- All members of staff routinely attend training, which equips them to identify bullying behaviour. That training will include school policy and procedures with regard to behaviour management.
- A range of methods are used to help prevent bullying behaviour and to establish a climate of trust and respect for all.

6 The 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 child who believes they have been subjected to bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has displayed bullying behaviour towards your child, please do not approach that child on the playground or their parents or involve an older child and do not discuss this through social media.
- Please inform school immediately and we will deal with it following the school procedures.
- 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 subjected to bullying behaviour.
- Reinforce the school's policy concerning bullying behaviour and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying behaviour, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential, do not discuss them with other parents on the playground or through social media. Speak to school staff if you have concerns.
- Parents have a responsibility to support the school's anti-bullying policy and actively encouraging their child to be a positive member of the school.
- If a parent is dissatisfied with the way the school has dealt with an incident of bullying behaviour, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Headteacher. If they are still concerned, they should contact the CEO or the Governing Body via the clerk.

7 The role of children

What can children do if they believe they have been subjected to bullying behaviour?

- Your **silence** provides the child who is displaying bullying behaviour with their greatest weapon. **DON'T STAY SILENT – TELL SOMEONE!**
- Tell yourself that you do not deserve to be subjected to bullying behaviour and that it is wrong.
- Be proud of who you are; it is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a child who is displaying bullying behaviour thrives on someone's fear.
- Stay with a group of friends/people; there is safety in numbers.
- Be strong inside – say "No!" Walk confidently away. Go straight to a teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – don't do it.
- Generally, it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the child displaying bullying behaviour in a way which will end that behaviour and will not make things worse for you.

Please see Appendix 1 - This child friendly policy has been designed for children by members of our school.

In addition to our child friendly policy which is displayed throughout the school. Each term or when incidents occur, class teachers will discuss any bullying behaviour and reinforce the following strategies:-

What do you do if you know someone is being bullied?

- Take action! Watching and doing nothing looks as if you are on the side of the child who is displaying bullying behaviour. It makes the child being subjected to bullying behaviour feel unhappier and on their own.
- Tell an adult immediately. Teachers will deal with the child displaying bullying behaviour without getting you into trouble. Do not take direct action yourself.

8 Monitoring and review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy. This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. Governors analyse information for patterns i.e. people, places or groups. They look out in particular for racist bullying incidents, or bullying incidents directed at children with disabilities or special educational needs. We will consult with pupils, parents and staff on policy reviews.

