

**Brighter Futures Academy Trust**  
**Field Lane**

**Anti-Bullying Policy**



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
V.Dear	March 2014	October 2015
V.Dear	November 2015	November 2016

## **Rationale**

At Field Lane we accept and are welcoming of others regardless of:

- age
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- sex
- sexual orientation

We will not tolerate bullying or harassment of any kind and have a zero tolerance approach to all forms of bullying. We believe that it is everyone's responsibility to respect and care for others and to ensure that nobody is hurt or upset. We regard bullying as a serious threat to our school ethos and all incidents are taken seriously by all staff; it is also a major concern for both pupils and parents. Children ARE ALL encouraged to report any incidents of bullying and seek help immediately if they see anyone or are themselves being bullied or have concerns about the behaviour of others towards them.

## **Definition**

The only group who are clear as to what constitutes bullying are those who have been bullied. It is therefore very difficult to establish a clear, general definition of bullying.

As part of the process of developing a definition staff and children drew up their own lists of descriptions of bullying behaviour which included the following points: -

- Is generally persistent BUT can be any incident linked to any of the protected characteristics detailed in the rationale above.
- Can be physical, verbal or emotional
- Involves an imbalance of power
- Causes distress and anxiety

It can include: -

- Name-calling
- Threats of violence (both verbal and non-verbal)
- Scaring, intimidating others
- Stealing or damaging another person's property
- Teasing
- Ignoring
- Gangs – incitement by others to commit an act of bullying
- Racially or sexually offensive remarks and/ or behaviour
- Homophobic or Transgender bullying
- Cyber-bullying

After extensive discussion the following definition was agreed and understood by both staff and children:

**“Bullying is the repeated intimidation of a victim that is intentionally carried out by a more powerful person or group, in order to cause physical and or emotional hurt”.**

## **Indicators of bullying**

Early signs of distress may include:

- Fear/ anxiety
- Unhappiness

- Unexpected absences
- Withdrawn behaviour
- Late arrival
- Isolation
- Deterioration of work

### Guidelines

Anti-bullying work is included within the PHSE Scheme of Work. Alongside this runs the school rules and classroom mission statements, which establish a common framework of acceptable behaviour throughout school. It is everyone's responsibility within our school community to uphold if the rights outlined in these documents.

### Prevention is better than cure

- Use whole school worship and PHSE lesson times to raise awareness of bullying amongst staff and pupils. These should discourage bullying and promote friendship and values of tolerance, empathy and compassion,
- Encourage children to care for others
- Use circle time/ PHSE time to develop children's abilities to discuss their fears and anxieties in a de-personalised environment
- Be available for children, and ensure children know that they contact a teacher, Teaching Assistant, Learning Mentor or any member of staff if they have any concerns or problems
- Ensure adequate supervision especially in the playground, at transition times and corridors.
- Provide training for Y6 play leaders to work with younger pupils at lunchtimes.
- Maintain a high profile on anti-bullying throughout the year, remind all staff and pupils of their rights and responsibilities to each other.
- All staff use a restorative approach to incidents throughout school, the three key questions are displayed in classrooms and around school premises.
- Poster Sin classroom s and around school are clearly displayed to remind children of the need to talk to someone if they have any worries about bullying, these messages are reinforced in assemblies s, circle times and PSCHE lessons.
- Friendship circles and peer support may be put in place for new and/or vulnerable pupils.

### Procedures for dealing with bullying incidents

We operate a no-blame approach to bullying. When bullying has been observed or reported the following steps should be taken:

- **Be available** – provide immediate support, make it known that you are available and ready to listen. Talk to the victim and find out who is involved using the restorative justice questions and approach.
- **Investigate** – Investigate each incident as soon as possible. Interview all parties individually at first.
- **Record** – Record every incident on CPOMS. All parties should be encouraged to record their own statements in writing. These should be attached CPOMS.
- **Respond** – Convene a meeting with all of the people involved, include some bystanders or colluders who joined in but did not initiate any bullying. Explain the problem and let them know how the victim is feeling, emphasise the distress caused. At no time discuss the details of the incident, but let the group know that they are responsible and can do something about it, share responsibility with the group. Ask each member of the group for suggestions about how they may help to make the victim feel happier. End the meeting by passing over responsibility to the group to solve the problem. Make it clear to all parties that any incidents will be monitored closely. Arrange to meet with them again to see how things are going in the near future, put in place any further actions that may be required to repair the relationship between the parties involved e.g. Nurture time, anger management work, involvement of our school social worker with the family to provide extended support out of school. Referral to other agencies if deemed appropriate.
- **Follow up** –As previously agreed maintain regular contact with the victim to ensure there is not a repeat of the behaviours. This maybe after every playtime /lesson initially. Contact to be agreed depending on individual circumstances.
- A week later discuss with each individual, including the victim, how things have been going. This allows time for staff to monitor the bullying and keeps the children involved in the process. It also shows that the school supports the victim and bully and wants to encourage positive behaviour.

## **Monitoring**

All bullying incidents are considered serious and should be brought to the attention of the Head of School.

A record of incidents and how they have been dealt with will be kept on CPOMS.

Parents of children involved in bullying incidents will be informed, and the procedures followed and action taken explained, the situation monitored and bespoke support put in place to support all the pupils involved. External agencies will be informed and involved as appropriate.

## **Dissemination and Review**

This policy, once approved by the Local Governing Body, will be reviewed annually. This policy should be read in conjunction with the P.S.H.C.E. AND Positive Behaviour Management policies.