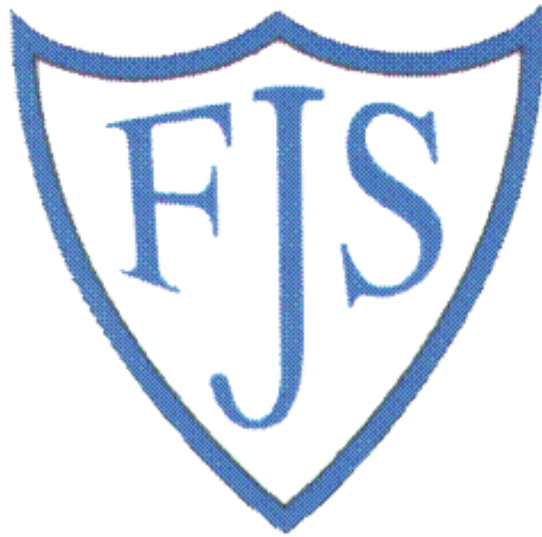


# Forefield Junior School



## Friendship and Anti-Bullying Policy

Meeting where agreed and ratified: Curriculum Committee 08/03/2023

Signed: *J. Williams*

Date: 08/03/2023

**March 2023**

## Our Mission Statement

*Forefield Junior School is a P.R.O.U.D. school built on **Passion and Respect**, where **Opportunities** can be seized by **Unique and Determined** learners.*

We are passionate about learning in an environment where everyone is empowered to be themselves and to flourish. We respect and value each and every individual and cherish their unique qualities to create a sense of belonging. We are determined to support personal, social and emotional development by encouraging self-belief and providing opportunities for everyone to express themselves and grow in confidence.

By celebrating their diverse contribution to the life of the school and the wider community, each person will be encouraged to build on their foundations, to instil a belief in everyone that they have limitless potential and are always capable of achieving their best - throughout their lives. As a family we share each other's successes and take pride in them.

We will consistently promote the highest of standards in every aspect of school life, provide a vibrant, stimulating curriculum in a safe and happy learning environment, to foster excellent attitudes and behaviour. The inspirational opportunities we provide will fuel a passion for learning and a sense of pride in all we do.

***This is what makes us PROUD:***

***Passion, Respect, Opportunity, Unique, Determined.***

# TOGETHER WE WILL STOP BULLYING



**Our friendship and anti-bullying policy reflects the ten key principles set out by the Anti Bullying Alliance to prevent and respond to bullying.**

**Our school**

- 1. listens - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.**
- 2. includes us all - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.**
- 3. respects - all school staff are role models to others within the school in how they treat others.**
- 4. challenges - all forms of discriminatory language – including disablist language – is challenged and taken seriously**
- 5. celebrates difference – difference is actively and visibly celebrated and welcome across the whole school.**
- 6. understands - all school staff, pupils and parents and carers understand what bullying is and what it isn't.**
- 7. believes - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.**
- 8. reports bullying - all pupils within the school and their parents and carers understand how to report incidents of bullying.**
- 9. takes action - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying**
- 10. has 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.**

## 1 What is friendship?

- 1.1 **“A Forefield friend is someone who you can trust, who is kind and a person who looks out for you. They should be fun too!”**
- 1.2 The above definition was agreed by a whole school ‘Big Democracy’ on the theme of friendship, where the values of a good friend were discussed.
- 1.3 We are PROUD to be friends and we are PROUD of our friends.

## 2 What is bullying?

- 2.1 Bullying is action taken by one or more individuals with the deliberate intention of hurting another person or people. It is usually repeated, often over a period of time and when it is difficult for those being bullied to defend themselves.
- 2.2 We believe that there are a number of types of bullying:
  - **emotional:** exclusion from a group or an activity, tormenting, ridiculing, humiliating;
  - **physical:** hitting, punching, kicking, pinching, any form of violence and the threat of violence, taking or damaging someone’s belongings;
  - **verbal:** name-calling, insulting, spreading rumours, threats, teasing, sarcasm, making fun of someone;
  - **racist:** racist taunts, gestures, making fun of someone’s culture, religion or race;
  - **sexual:** unwanted physical contact, sexual abuse, sexist comments;
  - **cyber:** setting up hate websites, offensive emails or text messages.
  - **homophobic:** making fun of someone’s sexuality; gay, lesbian or bisexual taunts.
- 2.3 Bullying can occur between pupils, between pupils and staff, or between staff. It is important to understand what bullying is not. Bullying is not falling out with friends, or occasional name calling, arguments or a ‘joke’ being played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems like this arise it is not classed as bullying. It is an important part of a child’s development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

**It is bullying if it is done repeatedly and on purpose.**

### **3 Aims & Objectives**

- 3.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 3.2 We aim, as a school, to produce a caring, safe and secure environment where all can learn without anxiety.
- 3.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 3.4 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.

### **4 Roles and Responsibilities**

#### **Governors**

- 4.1 The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 4.2 The Governors require the Headteacher to keep accurate records of incidents of bullying and to report to the Governors, on request, about the effectiveness of school anti-bullying strategies.
- 4.3 The Governing Body has designated a Lead Governor for Child Protection and Bullying.
- 4.4 The Governing Body responds to any request from a parent to investigate incidents of bullying by notifying the Headteacher and asking him to conduct an investigation into the case and to report back to a representative of the Governing Body within ten working days.

## Senior Management

- 4.5 It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy.
- 4.6 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 assembly as a forum in which to discuss with other children why this behaviour was wrong, and what will happen to resolve the incident.
- 4.7 The Headteacher ensures that all staff are aware of the anti-bullying policy at Forefield Junior School.
- 4.8 The Headteacher sets the school climate of respect, 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.
- 4.9 The Headteacher and Deputy Headteacher record incidents of bullying on CPOMS recording the date and nature of the incident, those involved and the action taken. These may be reported by any member of the school community. In extreme cases the Headteacher may contact external support agencies such as Social Services or CAMHS.
- 4.10 The Headteacher and Deputy Headteacher monitor incidents of bullying, considering any action taken and its impact. Monitoring is informed by:
- Data from pupil surveys;
  - Records on bullying incidents recorded on CPOMS;
  - Peer-mentoring initiatives and projects such as School Council, Big Democracy and Buddy Systems;
  - Parental complaints about bullying;
  - Links made by the Educational Welfare Service between bullying and non-attendance;
  - Exclusions data related to bullying;
  - Transfer and admissions data, particularly in relation to bullying or harassment;
  - Information collected by the School Health team;
  - Data from Ofsted reports;
  - Information recorded in school improvement plans.

## Teaching and Support Staff

- 4.11 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- 4.12 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If the school suspects bullying, contact will be made with the parents of the pupils involved.
- 4.13 If a teacher becomes aware of any bullying taking place between members of a class, they will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and behaviour support for the child who has carried out the bullying. Teachers will spend time talking to the child who has bullied: they explain why the action of the child was wrong, and endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, teachers inform the Headteacher and if appropriate the special needs co-ordinator. Incidents of bullying are recorded on CPOMS where the date and nature of the incident are noted and monitored by the Headteacher and Deputy Headteacher, who will then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as Social Services.
- 4.14 Teachers keep up to date in their professional knowledge and understanding of behaviour management techniques.
- 4.15 Teachers report worries and concerns to the Headteacher and Deputy Headteacher. Teachers complete monitoring forms which are given to the Deputy Headteacher who monitors individual episodes and analyses patterns in behaviour. An entry is made on CPOMS where a pattern of suspected bullying is identified.
- 4.16 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- 4.17 Sanctions are imposed in line with the Behaviour Policy. Sanctions for bullying are intended to hold pupils who bully 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 pupil to put right the harm they have caused.
- 4.18 The school also educates the children in understanding the roles and responsibilities of bystanders.
- 4.19 The school aims to use regular supply teachers who know school procedures well. New supply staff are familiarised with school procedures and given our 'Safe and Secure' card, detailing how to approach serious concern about a pupil.

## Parents and Carers

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 or the Headteacher/ Deputy Headteacher immediately. Any report of suspected bullying made by a parent will automatically be recorded on CPOMS.

**If you are worried that your child is being bullied the Anti Bullying Alliance has the following excellent advice:**

- Listen and reassure them that coming to you was the right thing to do. Try and establish the facts. It can be helpful to keep a diary of events to share with the school or college.
- Assure them that the bullying is not their fault and that they have family that will support them. Reassure them that you will not take any action without discussing it with them first.
- Don't encourage retaliation to bullying - such as violent actions. It's important for children to avoid hitting or punching an abusive peer. Reacting that way has negative and unpredictable results- they may be hurt even further, and find that they are labelled as the problem. Rather suggest that they walk away and seek help.
- Find out what your child wants to happen next. Help to identify the choices open to them; the potential next steps to take; and the skills they may have to help solve the problems.
- Encourage your child to get involved in activities that build their confidence and esteem, and help them to form friendships outside of school (or wherever the bullying is taking place).
- Discuss the situation with your child's teacher or Head teacher - or the lead adult wherever the bullying is taking place. Every child has a right to a safe environment in which to learn and play. Schools must have a behaviour policy which sets out the measures that will be taken to prevent all forms of bullying between pupils.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

**If you are worried that your child has been involved in bullying behaviour the Anti Bullying Alliance has the following top tips:**

- Make sure your child knows what bullying behaviour is and why it is wrong
- Make sure your child knows they can talk to you, or to another adult if they are worried about bullying
- Help your child to realise that no one has the right to pressure them into something they don't want to do - this includes bullying others
- Make sure they are not bullying others in retaliation for bullying they have suffered - find out if there is a wider culture of bullying in the school or environment where it happened
- Talk to your child about information that is shared through social networking sites - let them know that they shouldn't upload comments or images that could hurt someone else - or pass on content that is designed to hurt someone else. Let them know most social



networking sites have report buttons if they have seen bullying behaviour and they want to stop it.

- Make it clear that you do not tolerate the use of disrespectful and hurtful language and behaviour as a family (it's vital that you model this as parents)

## **Links for Parents and Carers**

<https://www.kidscape.org.uk/advice/parent-advice-line/>

<https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents-and-carers>

<https://www.bullybusters.org.uk/>

## 8. Strategies for Prevention

As a school, we believe in preventing bullying by:

- Listening to children,
- Setting clear expectations for behaviour, with rules discussed and shared with the whole school community,
- Valuing each and every member of the school community,
- Promoting positive behaviour,
- Rewarding positive behaviour with praise, PROUD points, certificates, home-school diaries and special assemblies - our PROUD values are displayed in each classroom and we talk about them every day,
- Helping children to build character traits such as kindness, respect, tolerance, resilience and courage.
- Teaching children how to be assertive.
- Ensuring children know how to speak out when they know bullying is happening – including the use of the 'I have a worry' box in each classroom.
- Ensuring children learn where to get information and support on cyber bullying and internet safety.
- Rigorous supervision,
- Embedding the anti-bullying message across the curriculum, which is full of opportunities to talk about and discuss bullying,
- Identifying and supporting vulnerable individuals,
- Building strong relationships between pupils, parents and staff,
- Ensure all members of the school community can spot the signs and symptoms of bullying,
- Ensure that all members of the school community are given clear guidance on physical contact and consensual touch which is regularly reinforced,
- Implement a behaviour policy that clearly states zero tolerance for abusive or offensive language,
- Ensure that staff training takes place regularly,
- Participation in Anti-Bullying Week and 'Children's Mental Health week'
- Working with experts such as Bully Busters.

## 9. Strategies for dealing with bullying behaviour

The following section offers support for members of the school community in order to ensure that bullying is promptly recognised, reported, recorded and acted upon.

9.1 Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff are observant and alert for signs of bullying, which may include:

- unwillingness to come to school;
- withdrawn, isolated behaviour;
- complaining of missing possessions;
- refusal to talk about the problem;
- being easily distressed;
- damaged or incomplete work.

Any worries or concerns should be raised with the Headteacher or Deputy Headteacher. Any incidents of bullying should be recorded on CPOMS.

9.2 Pupils should be taught the following strategies for dealing with bullying:

Advice for pupils who are being bullied:

- be firm and clear – look them in the eye and tell them to stop;
- get away from the situation as quickly as possible;
- tell a teacher or friend what has happened;
- tell your family;
- keep on speaking up until somebody listens;
- don't blame yourself for what has happened;
- don't suffer in silence.
- Seek advice from specialist agencies such as Childline

Advice for pupils who observe bullying:

- don't allow someone to be deliberately left out of a group or game;
- don't smile or laugh when someone is bullied;
- tell a member of staff what is happening;
- encourage the victim to join in or play with you and your friends;
- tell the bully to stop what they are doing;
- show the bully you disapprove of his/her actions;

- never support a bully or be tempted to join in what they are doing.
- seek advice from specialist agencies, eg. Childline.

Advice for pupils who are showing bullying behaviour:

- Even though you think bullying 'only a bit of fun' or 'just a game', those who are being bullied feel scared and upset. You can stop people feeling like that if you stop bullying them.
- Sometimes people who bully are unhappy about something in their own lives. Maybe they are angry about something and try to take their anger out on other people by trying to act tough. If you are upset or angry about something, talk about it instead of taking it out on someone else.
- Talk to someone about how you feel.
- Seek advice from specialist agencies, eg. Childline.
- Bullying can become a habit that is hard to break. But even if seems hard to stop, **you can change what you are doing.**

## 10. Responses to Bullying

Our response to bullying incidents is shaped by the guidance on a three step approach from the Anti-Bullying Alliance.

Step 1 - securing and ensuring the safety and wellbeing of those involved.

Below are some questions that should be asked at this stage. It is important to have a record of these considerations.

- A. Are all pupils involved safe?
- B. Is anyone's physical health or wellbeing at risk?
- C. Have you needed to use the child protection policy?
- D. Did you access any outside support? E.g. NHS, police.
- E. Have you recorded the incidents themselves?
- F. Did you tell the pupil/s being bullied that you are taking it seriously, it's not their fault and they don't have to put up with bullying?
- G. Have you asked the pupil/s being bullied how they're feeling and how they think it can be resolved?
- H. Have you informed the pupil/s being bullied what you will do next?

Step 2 - prevent the bullying from reoccurring.

Bullying is a group behaviour. It rarely happens between two individuals in isolation. So it's important to consider the wider peer group at this stage. Actions should be recorded, should involve pupils and should be reviewed.

- A. Record names based on the roles involved in bullying how they were involved and what you could do to change their behaviour
- B. Have you been clear what steps you are taking with those involved?
- C. Have you developed a strategy together with the target and are they happy with your agreed way forward?
- D. Have you sought agreement from all those involved about the way forward? Sometimes this could be done with a signed agreement by those involved or simply a conversation but it is important to record this agreement.
- E. Have you regularly checked in with the target/s? Do they have a discreet way to report to you about how they are feeling at school regularly? Have you talked to parents/carers?
- F. Is your response built upon changing the behaviour of the group and not solely on changing the behaviour of the Target/s? This is important to avoid sending a message to the target that the bullying is their fault.

Step 3 – school learning and reflection

This is an important step. It allows us to reflect upon our school practice to ascertain if there is anything we can do to prevent a similar situation in the future.

Ask ourselves:

- A. What has this incident taught us?
- B. Does this reveal any issues in school? E.g.
  - Do we have an issue with language in school or an area within the school which needs more adult supervision?
  - Do staff need any training?
  - Do we need to refresh our school policy and procedures? Have we identified any gaps?
  - Do parents have a good understanding of what bullying is and isn't? Do they know the school approach to anti-bullying?
- C. What needs to happen? By who, when and how?

[https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/ABA\\_Responding\\_To\\_Bullying\\_Incidents\\_School\\_Tool.pdf](https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/ABA_Responding_To_Bullying_Incidents_School_Tool.pdf)

## **11. Links to other Documents:**

This policy should be read in conjunction with:

- Behaviour Policy
- Eating & Health Policy
- Managing Equality Policy
- Safeguarding Children & Child Protection Policy
- Discipline Policy & Procedure
- School Prospectus
- Staff Handbook
- Whistle-blowing Policy

## **12. Monitoring & Review**

- 12.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors about the effectiveness of the policy on request.
- 12.2 This anti-bullying policy is the Governors' responsibility and they review its effectiveness annually. They do this by discussion with the Headteacher.
- 12.3 The monitoring process includes consultation with all sections of the school community:
- Pupils are consulted in a variety of ways - via their School Council representatives, through the established weekly PSHE lessons, through class discussions and 'I have a worry' boxes. The annual school wellbeing survey and Y6 annual survey administered through the School Health team also include opportunity for pupil feedback on bullying issues.
  - A new online system for gathering views of parents is being trialled in the Summer Term 2023. Parents of children joining the school also have a special 'settling in' survey in which to give feedback at the end of the autumn term. Parents of children leaving the school are invited to give feedback at the end of the summer term.
  - A new online system for gathering views of staff is being trialled in the Summer Term 2023. Staff meetings and INSET opportunities also provide chance for feedback and discussion of bullying issues.





# Anti – Bullying Action Plan

Name \_\_\_\_\_ Class \_\_\_\_\_

Date \_\_\_\_\_

---

---

	Action to be taken:	Who is responsible:	Date:
1			
2			
3			
4			





# Anti – Bullying Action Plan Review

Name \_\_\_\_\_ Class \_\_\_\_\_

Date \_\_\_\_\_

	<b>What is going well?</b>	
	<b>What could be better?</b>	
	<b>Any new actions needed?</b>	