Anti-Bullying Policy

FLOREAT WANDSWORTH PRIMARY SCHOOL

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1. Mission Statement

We will enable children to flourish in school by giving them a knowledge-rich academic education and developing their character strengths and virtues. Our pupils will learn how to work hard and study well, and also to be good and to do good for others. This will set them up for a future of success and wellbeing, whatever they choose to do in their lives.

2. Purpose of Policy Statement

At Floreat Wandsworth, we have due regard for our duties under the Equality Act 2010.

This Anti-Bullying policy reflects our duties to eliminate discrimination, advance equality of opportunity and foster good relations.

Floreat Wandsworth seeks to create a positive environment where staff and children are able to work and learn effectively and achieve their potential. We do not tolerate bullying. We are committed to minimising incidents of bullying, effectively dealing with any bullying that occurs and promoting tolerance and kindness throughout the school.

This policy outlines the procedures we follow relating to bullying at GLF schools. It sets out our definition of bullying, our reporting and recording procedures, how we respond to bullying and how we aim to prevent bullying. It is based on the principle of a positive

approach to the management of behaviour, with a shared responsibility between teaching and support staff, parents and carers, children and the Governors.

3. Definition

Bullying is based on imbalance of power and it is intentional and repetitive. It can be physical, verbal, emotional and/ or psychological. It can be deliberately intended to hurt, intimidate, frighten, harm or exclude and it can be direct or indirect. It can be face-to-face or through electronic means/ "cyber bullying" (e.g. email, posting, messages, text mobile messaging). It can involve extortion.

Floreat recognises that bullying occurs across all backgrounds, religions, cultures, races and genders and it may be experienced by child-to-child, adult-to-adult (staff or parent/ carer), adult to-child, or child-to-adult. It can be linked to SEN or disabilities, health conditions or appearances, sexual orientation, sexist or sexual bullying or home circumstances. Bullying can occur outside of the school day.

However, at Floreat we are also mindful that not all conflict between children is bullying. Children and young people of a similar age and size can find themselves in disagreement, having an argument or even fighting, without imbalance of power, repetition and/or intent. These experiences of conflict can be upsetting for those involved, but they are not bullying. We are fully committed to dealing quickly and effectively with any conflicts in order that situations do not escalate and bullying does not develop.

At Floreat Wandsworth we aim to prevent bullying from happening in school and outside of school, including cyber-bullying, homophobic/transphobic by teaching children to recognise different forms of bullying and the effects these have on victim and perpetrator; teaching children strategies for prevention; and by identifying effective procedures for dealing with incidents, and making these clear to children, parents, and staff. The school's Anti-Bullying Procedures (Appendix A) are monitored and reviewed regularly, as are the number and nature of incidents. In the case of online bullying, disciplinary sanctions may be imposed even in relation to conduct which takes place outside school premises.

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs;
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum; and,
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our

school and how we dealt with them. We review this data termly and take action to reduce incidents.

4. Reporting and Recording Bullying

4.1 Reporting Bullying:

Pupils can report bullying by telling any member of teaching or support staff or another pupil. They can also tell a parent, carer, friend or adult outside school, who will then inform the school.

Parents or carers who have any concerns should contact the school immediately to discuss these, initially with the class teacher. They can do this by seeing them directly, either before or after school and arranging a suitable time to discuss the matter, or by phoning.

We ask that parents and carers:

- Be aware of the early warning signs of bullying
- Listen to their child, without putting words in their mouth
- Encourage their child to tell a member of staff immediately of any incidents of bullying
- Inform the school immediately and not take any issues into their own hands.

Any reports of incidents of bullying will be dealt with promptly by the class teacher and Headteacher.

4.2 Recording Bullying:

All incidents of bullying are recorded on the **'Serious Incident Report'** (found within the Behaviour Policy) or **Pupil Log** and shared with the Headteacher. These are recorded straight away and include as much detail as possible. These are then filed in a central folder in the school office.

4.3 Using the Information:

All incidents of bullying are to be treated with sensitivity and discretion.

It is the Headteacher's responsibility to ensure the information is shared with all relevant teaching and support staff members and, where appropriate, the parents of both the child who is being bullied and the child who is doing the bullying.

The data collected through the Incident Record Sheets, Reflection Times and/or Pupil Logs is also used to review practice and identify any trends.

5. Reasons for Bullying

People bully for different reasons. The reasons could include: to feel powerful, in control or good about themselves; because of jealousy or because they want something (attention, possession or friends); to feel popular or because of peer pressure; because they are being bullied themselves; or because they are motivated by wider prejudice and discrimination.

6. Signs and Symptoms of Bullying

A person may indicate by signs or behaviours that they are being bullied. Some of these signs may include:

- Seeming unwilling to go to school or claiming to feel ill
- Beginning to truant
- Changing their usual routine or how they get to or from school
- Giving improbable excuses for their behaviour
- Coming home with property damaged or 'missing'
- Becoming withdrawn, anxious or lacking in confidence
- Becoming aggressive, disruptive or unreasonable
- Starting stammering
- Threatening or attempting to run away or self-harm
- Crying themselves to sleep at night or having nightmares
- School work becoming less consistent or effort seeming to drop
- Asking for money or starting to take money
- Having unexplained cuts or bruises
- Beginning to bully others

7. Prevention of Bullying

As a school, we are committed to not only dealing with bullying, but to doing all that we can to minimise and help prevent it. This includes:

- Developing an effective anti-bullying policy and practice to ensure school is a safe and happy environment in which children and adults can learn and work.
- Promoting the use of praise of positive behaviour by all staff throughout the school and at all times, and for staff to model this behaviour to children. Ensuring this is consistent in all areas, including the playground, dinner hall, classrooms, and corridors.
- Promoting equality and celebrating difference in a positive way, such as through the character and virtues curriculum.
- Continually challenging prejudice and discrimination through the school ethos and curriculum, including assembly themes and through special events and weeks.
- Raising awareness of bullying through whole school activities, such as Anti-Bullying Week, as well as regular assemblies, and also through embedding e-safety across the curriculum.
- Encouraging children to talk about any concerns or report bullying, through open dialogue with all staff and to take responsibility for looking out for each other and reporting any concerns.
- Having adult led interventions, which might include Playground Buddies, Social Skills programmes, Self Esteem programmes and Empathy or Behaviour programmes.
- Providing structured activities for children who are vulnerable or are worried about playtimes and lunchtimes.
- Focusing on Anti-Bullying regularly at staff meetings and all staff attending annual safeguarding and e-safety training.
- Providing annual e-safety training for parents and carers.

- Communicating with children, families and staff the school policy on Anti-Bullying and the importance of reporting incidences of bullying.
- Ensuring the Anti-Bullying policy is available on the school website and producing a child friendly version of the Anti-Bullying policy, and children co-writing and agreeing their class charters.
- Working with the wider community to prevent and respond to bullying outside school.

8. Responding to Incidents of Bullying

All incidents of bullying are dealt with promptly. Our response to incidents of bullying will be sensitive to SEND or other difficulties such as family problems, and we are committed to challenging prejudice-driven bullying, through our school ethos and positive environment. As described above, a written record of any reported bullying incident is kept on a Pupil Log.

Once an incident of bullying has been reported and recorded, a member of staff will meet with the children involved to discuss this. For the child or children who have been bullied, this will be followed up and monitored through regular 1:1 meetings with their class teacher. They will organise any appropriate interventions or programmes to help the child or children involved. These interventions may include peer support such as Playground Buddies. We may also offer Social Skills or Self Esteem programmes where appropriate. Class teachers may offer further support through lessons with their class.

For the child or children who have been bullying, they will meet with their class teacher in the first instance. If bullying persists this may result in fixed term or permanent exclusion. An escalation to a fixed or permanent exclusion can occur in serious and one-off cases of bullying. However, it is our intention that through our various intervention programmes, we can deal with the bullying before it escalates into exclusion.

Wherever appropriate, the parents of both the child who is being bullied and the child who is doing the bullying will be informed immediately by the class teacher and will be invited to a meeting to discuss this. This support from the Senior Leadership Team (SLT) will continue until the issue is fully resolved.

9. Monitoring and Review

This policy will be reviewed and updated at least annually and it is shared with parents through the school website.

We will regularly give children opportunities to discuss bullying and question whether our prevention strategies and interventions are working, and this will be done through lessons and during our specific Anti-Bullying or any Inclusion themed weeks. We will also survey pupils and parents. The data that is collected from these surveys will help us to see which areas work effectively in relation to bullying and what areas we need to develop.

10. Roles and Responsibilities

The Headteacher has overall responsibility for Anti-Bullying at Floreat, with the support of the Chair of Governors. However, all staff are expected to identify bullying, challenge any incidents of bullying and give the necessary support to prevent bullying.

Appendix A - Anti-Bullying Procedures

A. PREVENTING BULLYING	The staff are committed to keeping all pupils happy and safe. All staff are given training in how to establish a positive and harmonious school setting in which pupils can flourish socially and academically. Further details of the preventative measures the school has put in place can be found in Section 7 of the Anti-Bullying Policy.
B. REPORTING BULLYING	Bullying can be reported in a variety of different ways. Please see Section 4.1 in the Anti-Bullying Policy for further details.
C. IDENTIFYING BULLYING	Any reports of bullying are immediately investigated by the Senior Leadership team. This ensures it is a fair process for everyone involved. This investigation will include: • Conversations with the alleged victim. • Conversations with the alleged perpetrators. • A monitoring schedule will be put in place by the Senior Leadership Team. This includes monitoring of any timetabled activities including breaks, lunch times and transitions. • Where appropriate senior leaders will listen to the concerns raised by parents in a face to face meeting so a full and accurate account can be formed. • A full review of appropriate behaviour logs. • Conversations with staff including appropriate leaders, teachers and support staff. Once the investigation has been completed senior leaders will make an **informed decision** about the outcome alongside the SENDCo and any other appropriate members of staff. This decision will never be made independently by one member of the team or without a full investigation as described above. The decision will be made once a full investigation

	has been completed – this can take up to 3 school weeks to complete depending on the availability of staff and pupils. This decision will lead to; ***The official recording of bullying*** (see Step D below). [or] ***It will lead to further conversations with staff, pupils and the appropriate parents about what the school is doing to address the original concerns.***
D. RECORDING BULLYING	If bullying has been identified by the Senior Leadership Team then it will be recorded in an official capacity. Please see section 4.2 in the Anti-Bullying Policy for further details.
E. RESPONDING TO BULLYING	Once bullying has been recorded then the Senior Leadership Team will respond promptly in the appropriate manner. Please see section 8 in the Anti-Bullying Policy for further details.