

*Featherstone Wood Primary School*



## *Anti-bullying Policy*

*Reviewed: Autumn 2022*  
*Review Date: Autumn 2023*

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Headteacher

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Chair of Governors

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Date

# *Featherstone Wood Primary School*

## **Statement of Intent**

At Featherstone Wood Primary School, we are committed to providing a caring, safe and nurturing environment where pupils can learn, in a relaxed and secure atmosphere, enabling them to feel valued and confident.

Bullying of any kind is unacceptable at our school. Bullying hurts both physically and emotionally and can be very frightening to the person being bullied. If bullying does occur, all pupils should be able to tell any member of the school community and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to speak out.

### **STATUTORY DUTY OF SCHOOLS – THE LEGAL CONTEXT**

Featherstone Wood Primary School follows advice published by the [Department for Education \(DfE\) – Preventing and tackling bullying: advice for head teachers, staff and governing bodies, June 2017](#)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

### **DEFINITIONS**

The DfE defines bullying as:

*Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.*

Bullying in any form, by anyone, will not be tolerated at Featherstone Wood Primary School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community. Everyone has the right to feel safe and happy in school and in the playground. We believe in eradicating bullying without victimizing the bully. Featherstone Wood is a safe environment for all and we have created a culture of vigilance.

Featherstone Wood is committed to minimizing the risk of peer on peer abuse and information about how allegations of this type are investigated and dealt with are detailed in the school's child protection policy.

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### **Aims**

- To promote the well-being of all pupils, based on trust between all members of the school community. It is everyone's responsibility to prevent bullying from occurring.
- To offer an environment free from verbal and physical abuse and to provide an education free from humiliation and oppression, where everyone has the chance to take part in the social and educational opportunities offered by the school.
- To report and record all instances of bullying.
- To promote a 'whole school' approach, where signals and signs are identified and swift and effective action taken.
- To ensure all Governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- To ensure all Governors, teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
- To ensure all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.

### **What is bullying?**

Bullying or prejudiced based bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic/transphobic - because of, or focusing on, the issue of sexuality or transsexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - including sending inappropriate, offensive or degrading text messages, emails or instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.

Please be aware that many **social media apps have age restrictions** and we ask parents to

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monitor their child's activity when using technology. Many incidents of cyber bullying can be completely avoided if you are ensuring your child is following the restrictions below; You must be aged **13 years** and above for;

- Twitter
- Facebook
- Instagram
- Snapchat
- TikTok - you must be aged **16 years** and above for;
- WhatsApp -you must be **18 years** and above for;
- YouTube

**Importantly, the school works hard to ensure that all pupils know the difference between bullying and simply everyday 'falling out'**. As part of 'protective behaviours' training, the school teaches children to be precise in the language they use when reporting incidents so that adults can respond to them appropriately: e.g. *'she hit me' – when actually it was a minor push or she's bullying me"* – when actually they were being unkind.

### **Why is it Important to Respond to Bullying?**

- Bullying hurts.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **Signs and Symptoms**

Children and adults affected by bullying may show changes in behaviour, becoming less confident, depressed, stressed, and quiet and having physical symptoms such as headaches and stomach aches.

There are a number of other signs that can relate to bullying. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to come to school
- is alone all the time
- becomes withdrawn anxious, or lacking in confidence

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- starts stammering
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Roles and Responsibilities**

The role of the governing body

- The governing body supports the head teacher and all other staff 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.
- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher and all staff 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.

The role of the head teacher and the leadership team

- At Featherstone Wood Primary School, the head teacher is the designated person for matters concerning bullying. She may however delegate investigation and monitoring to other members of staff.
- It is the responsibility of the head teacher and leadership team to implement the school antibullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy upon request.

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- The head teacher and all staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. For example, if an incident occurs, staff may decide to use circle time in which to discuss with other children why bullying behaviour is wrong.
- The head teacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.
- Staff develop an open school climate of mutual support, 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.

### The role of school staff

- Staff support all children and work to establish a climate of trust and respect for all. This is in line with Featherstone Wood School Values.
- Staff take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- We keep an electronic record of all incidents of potential bullying to enable the school to track and identify patterns.
- Staff are aware of this and other related policies, and the reporting procedures they need to follow.
- If staff identify that bullying is taking place, they follow the school procedures and do all they can to support the child who is being bullied. If a child is being bullied over a period of time, the class teacher informs the head teacher and the parents/carers of all children involved are informed.

### **What happens at our school if bullying is reported**

Children should report any incidents of hurtful behaviour to the most readily available adult who might be:

- the adult on duty;
- their class teacher;
- a member of the support staff or office staff;
- a member of the senior leadership team.

They may also choose to tell an older child who they trust who will support them to immediately tell an adult.

Information about the incident should be shared with the class teacher, who will establish the seriousness of the incident. If, in their judgement, it is possible that bullying behaviour may be taking place, an initial investigation will be conducted. The information from this investigation will be recorded electronically. Parents/carers will be informed of significant, on-going incidents that involve harm/hurtful behaviour, and they will be provided with sufficient information to enable them to support their child appropriately.

Similarly, if staff receive any parental allegations of bullying, they will record the information electronically. Parent/carer meetings that raise such concern and that require action in response will receive follow up contact to update parents/carers and ensure that they consider matters resolved. Key actions of meetings should be noted.

If, following initial investigation, it is deemed that the incident is bullying procedure will be followed.

1. Identify who was involved in the particular incident including by-standers and friends.

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2. Interview the victim(s).
3. Interview the perpetrator(s).
4. Interview other relevant parties.
5. Discuss the incident(s) with the parents/carers of all the parties.
6. Provide on-going support for the victim(s).
7. Carry out consequences for those who have shown bullying behaviour and on-going monitoring/support to reduce/eliminate further incidents.
8. The incident will be electronically recorded.

In cases where an incident takes place off school premises the school will still monitor it as a bullying issue and will liaise with external agencies as appropriate (e.g. police service). In cases where initial discussions with parents/carers have proven ineffective, the senior leadership team may contact external support agencies such as social services or the Education Support Centre. These services may provide additional support to enable a child to remain in school

### **Outcomes**

1. Play ground Watch may reveal that there is no on-going problem or that other children and their parents may have to be involved
2. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place, using some of the sanctions from the behaviour policy
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.  
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5. In serious cases, suspension or even exclusion will be considered

### **Exclusion**

In extreme circumstances the head teacher has the right to exclude children from the school for bullying offences. Such exclusions may be fixed term (temporary) or permanent.

Pupils cannot be excluded from school for being bullied even if the school believes it may benefit the child. The legislation on exclusion in the Education Act 2002 makes clear that, 'exclude...means exclude on disciplinary grounds'. Some pupils who have been subjected to bullying are provoked into violent behaviour. A pupil can be excluded for violent behaviour; it is a matter for the head teacher's judgement, taking account of the evidence available, all the circumstances of the case and the need to balance the interests of the pupil concerned against those of the whole school community. However, before deciding to exclude a pupil, the head teacher always allows him or her to state their case, and check whether the incident may have been provoked by, for example, racial or sexual harassment or a child's SEN or disability. Where a pupil has retaliated after persistent bullying, this will be considered differently from an unprovoked attack.

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### **Special educational needs and disabilities**

We recognise that some pupils may have additional needs or disabilities which make it more difficult for them to interact appropriately or empathise with other pupils. We aim to support these pupils as much as necessary to enable them to enjoy positive relationships. These needs will be taken into consideration when dealing with any instances of bullying.

### **Prevention**

We will use different methods for helping children to prevent bullying, including peer on peer bullying. As and when appropriate, these may include:

- delivery of the 'Anti-bullying' unit within PSHE curriculum
- delivery of 'bullying' module in the 1decision PSHE programme
- assemblies focussing on aspects of bullying and 1Decision programmes
- participation in anti-bullying initiatives e.g. Anti-bullying week
- expanding on the Golden Rules to ensure that a class have real understanding
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters in Circle Time
- having discussions about friendship and why it matters in Circle Time

**Adults in school are also entitled to protection from bullying. If a member of staff feels bullied or threatened in any way they should refer to the Staff Grievance Policy from Hertfordshire County Council.**

Staff members would be encouraged in the first instance to speak to the other person or seek help from the Headteacher or Assistant Heads. Staff members' professional associations will also be able to help and support.

**HELP ORGANISATIONS:**

Bullying Online

[www.bullying.co.uk](http://www.bullying.co.uk)

0808 800 2222

**Kidscape**

[www.kidscape.org.uk](http://www.kidscape.org.uk)

KIDSCAPE Parents Helpline (Mon-Tues, (9:30-2:30))

**Call:** 020 7823 5430

**WhatsApp:** 07496 682785

**Email:** parentsupport@kidscape.org.uk

DFES

[www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)

Childline

[www.childline.org.uk](http://www.childline.org.uk)

NSPCC

[www.nspcc.org.uk](http://www.nspcc.org.uk)

**Linked policies:**

Child protection policy

Positive behavior policy

Exclusions policy

Racist Incidents Policy

## Appendix 1

### *Acceptable Adult Behaviour on School Property*

There are three key principles that underpin behaviour management at our school:

Everybody has the right to feel safe in school *and* the responsibility to keep others safe.

Feelings are *feelings*; Behaviour is chosen.

When we feel good about ourselves, we behave better, work harder, learn more, and form better relationships

Featherstone Wood is a primary school where we set high expectations for the pupils. All adults visiting the school site are expected to be positive role models for all our young people. Everyone has a right to feel safe and to be able to express their views in a professional manner without feeling intimidated or persecuted. We have high standards for the children and expect the same from all the adults involved.

The following is deemed to be unacceptable behaviour: -

- bad language
- passing of comments about other people and their children
- approaching other people's children to discuss incidents with them
- fighting and being verbally aggressive
- putting negative comments or naming children/the school/staff on social media
- tackling parents about issues
- being rude or aggressive to any member of staff or parent
- allowing your children to be unruly and disruptive on school site
- not supervising your children around the car parks
- consumption of drugs including smoking and e-cigarettes or alcohol
- bringing pets on to the school site

If you have any concerns it is important that you raise them with the school and not approach another parent. The school will be able to investigate situations and respond in line with policies without emotions becoming involved.

Possible actions to be taken: -

- meeting with class teacher
- meeting with SLT member
- warning about behaviour
- ban from site
- police involvement and possible prosecution

We look forward to working closely with parents to make their child's time at our school a positive, valuable and fun learning experience and continue improving the school.

## **Appendix 2**

### *What is bullying?*

#### **DEFINITIONS**

##### **Bullying is:**

**'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally**

The school works hard to ensure that all pupils know the difference between bullying and simple everyday 'falling out' or one-off playground incidents. We teach children to be precise in the language they use when reporting incidents so that adults can respond to them appropriately: *e.g. not saying 'she beat me up' – when actually it was a minor push.*

Parents should bear this in mind when listening to their children. It is the most upsetting thing to think that your child might be experiencing something that is making them unhappy – but it is only true bullying if it is **repeated over time**.

The school has a duty of care to protect all staff, volunteers and visitors from harassment and bullying. Any adult on site is expected to conduct themselves in a manner that does not breach these policies. The school expects all adults on site to act as positive role models for all the children and any harassing or bullying type behaviour will be dealt with in accordance to the schools policies.

- Physical contact ranging from touching to serious assault
- Verbal and written harassment/bullying through jokes, offensive language, gossip and slander. Including via social media.
- Visual display of posters, graffiti and obscene gestures
- Isolation or non-cooperation
- Coercion
- Constant humiliation, ridicule or unjustified criticism
- Intrusion by pestering, spying and following
- Generalisations, stereotyping or inappropriate forms of address
- Unreasonable expectations
- Refusal to listen to explanations
- Abusive, unsolicited, inappropriate or threatening behaviour
- Persistent, offensive, intimidating, malicious or insulting behaviour