



Frome Valley CE First School



Anti-Bullying Policy

The lead person with responsibility for developing this policy is Ms Julie Thorp who is a member of this schools senior leadership team.

Date issued: April '15

Date to be reviewed: April'17

1. Roles and responsibilities

The lead person will:

1. develop the policy in line with good practice
2. ensure the agreed protocols are followed
3. evaluate the progress the school is making in relation to the anti-bullying agenda

Class teachers are responsible for the day to day implementation of practices and they will:

1. support the development of an appropriate culture within the school
2. support children who have experienced bullying
3. respond to children who have bullied
4. model appropriate, respectful behaviour

Children /in our school will be supported to:

1. embrace a culture that respects difference
2. support children who have experienced bullying behaviours
3. model appropriate, respectful behaviour
4. participate in the development, implementation and evaluation of this policy

Governors are responsible for monitoring the above.

2. The aims and objectives

The aims and objectives of this policy (as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies") are to develop and maintain:

1. a culture of respect where difference is valued
2. a system of support for children / young people who have been bullied
3. a system of clear, fair and consistent responses to incidences of bullying

Our school asked children what they felt the purpose of an anti-bullying policy should be and they responded;

- ***In case you make bad choices – the policy helps you make good choices***
- ***To stop fighting***
- ***To stop people getting hurt***

- *So people feel safe*
- *So the problem can be solved*
- *So everyone knows what the rules are*
- *To look after the school*

3. Defining bullying

Our school asked children to define bullying and they responded that bullying is:

- *Saying nasty words*
- *Hurting someone every day*
- *Being mean over and over again*
- *Cyberbullying*
- *Verbal bullying*
- *Something that happens every day*
- *It is on purpose*
- *It might be fighting*
- *Unkind or hurting someone's feelings*
- *Sending nasty messages on the computers*

In generic terms (and as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies".):

Bullying is described as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

4. Tackling bullying

The United Kingdom signed the United Nations Convention on the Rights of a Child in April 1990. These rights are described in the following extract from the United Nations Children's Fund (UNICEF) website:

"...basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principals of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child."
(UNICEF, 2010 website)

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this by:

- the delivery of an appropriate curriculum – Rainbow lessons in each year group including - ensuring positive images not least of people with protected characteristics, positive role models in history science, literature etc.
- A system for talking to pupils about difference including assemblies, dedicated events and lessons.
- training for staff to ensure a knowledge about diversity and issues associated with bullying
- modelling of appropriate respectful behaviour by staff & pupils and other members of the school community
- Annual safer internet day, including cyber bullying

- Termly Citizenship day where we focus on different types of bullying each term and where the children come to school in blue to remind them that blue is the universal colour of anti bullying.
- An area in school dedicated to anti bullying: a worry box, information sheets for pupils etc...
- Bullying/prejudice related incident log agreed with Parent Council.

Our school asked children about the type of support they felt they had in school and they responded:

- ***We have teachers and friends***
- ***Anti-bullying days***
- ***PSHCE lessons***
- ***Assemblies***
- ***Our kindness tree***
- ***Our class charter***
- ***Consequences for people bullying***
- ***Anti-bullying monitor***
- ***Information to help us***
- ***Anti-bullying display***
- ***Older children***
- ***Teachers/adults you trust***

Our school asked children about the type of support they would like and they responded:

- ***A bullying charter***
- ***Make sure every class has a worry box***
- ***More anti-bullying monitors***
- ***We could have more posters***
- ***Help people who bully to change their ways***

We will address each incident of bullying individually and appropriately. This will include:

1. Listening to the child who has been bullied and agree the type of support they feel they need
2. Listening to the child who has bullied and agree the type of support they need
3. Apply rules consistently and fairly
4. Complete the school recording forms and involve outside agencies as appropriate.

6. Child Protection

The Children Act 1989 says a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm”. Where this is the case, this will be reported to Children’s Services Social Care.

7. Evaluating

Our organisation will decide how to evaluate the effectiveness of our anti-bullying policy. This could include:

- **Children and young people more satisfied with how bullying is dealt with.**
- **Children and young people feel safe**

- Annual pupil questionnaires
- Parent questionnaires
- Discussion with the School Council

www.dorsetlscb.co.uk/site/advice-for-people-working-with-children/bullying-and-e-safety

Attachment:
Incident Recording Form



Frome Valley CE First School

Bullying/Prejudice Related Incident Report



Use this form to report bullying, racist or unacceptable cyber incidents.

Date:		Year Group:	
Name:		Staff reporting:	

Type of bullying/ prejudice related incident: (tick all that apply)	Location: (tick all that apply)	Time: (tick all that apply)
Verbal	Bus	Before school
Non verbal	Classroom	Assembly
Physical	Playground	Lesson before break
Social/ isolation	Toilets	Break time
Harassment	Corridor	Lesson after break
Hate	ICT suite	Lunchtime
*Gender	Hall	Lesson after lunch
*Race / Ethnicity	Outside school	After school
*Disability	Multiple	Multiple
*Homophobic		
SEN		
*Transgender		
*Religion and Belief		
Cyber Calls / text/ IT network/ websites		
Other :	Other:	Other

**Items asterisked are protected characteristics under the Equality Act 2010. Pregnancy and maternity is also included.*

Frequency:	1x	2-4x	5+	weekly	daily	other:
Target child/group:		Perpetrators:				

Names:	Names:
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Summary of incident

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Initial action taken with both parties (and by whom)	Inform: (Please tick)	
	Teacher	
	SMT	
	Parent	

Agreed follow up action: (including setting review date)

1st Review: (include date and setting further review date if required)

Incident Closed on: (all parties to sign and date)

Signed (by person reporting bullying incident)

Date:

Signed (by parent)

Date:

Signed (by person reporting bullying incident)

Date:

2nd Review: (include date and setting further review date if required)

3rd Review: (include date and setting further review date if required)