

Forty Hill CE School Anti-Bullying Policy



Our Vision

that our safe and welcoming
Christian community gives
every child every opportunity to be

fulfilled, healthy and successful.



*Our Vision is that all our children will leave
Forty Hill **fulfilled** - Jesus said: "I have come that they may
have life, and have it to the full" John 10:10*

*Our Vision is that all our children will leave Forty Hill feeling
healthy - Paul said: "For in him we live and move and have
our being" Acts 17:28*

*Our Vision is that all our children will leave Forty Hill having
been **successful** - "For I know the plans I have for you, plans
to prosper you and not to harm you, plans to give you a
hope and a future" Jeremiah 29:11*

*It is our intent that every child, has every opportunity to become
fulfilled healthy and successful, and this can be shaped and
achieved through the development and embedding out our core
Values that are visited and modelled throughout the academic
year.*

*We believe that if our pupils are guided to develop these key
Christian Values, they will be prepared for the world they will
grow up into, they will be good citizens and able to sustain good
relationships, professions and be successful in all that they do.
These Values are human qualities that can shape the whole child
in their learning, their friendships and their attitude. They are
integrated into our behaviour management approach, and are
used positively to reinforce good choices and as an inspiration
when discussing poor choices.*

Statement of Intent

Forty Hill CE Primary School recognises and is committed to its responsibility to ensure that children are educated within a caring, happy, welcoming and protective community and in an atmosphere of openness and trust. Children are encouraged and taught to be articulate about their emotional well-being and the well-being of others and are expected to take ownership of their own behaviour and to support their friends to 'do the right thing'. Bullying of any kind is unacceptable at Forty Hill, including being a complicit bystander, this means that anyone who knows bullying is happening is expected to tell an adult. If an incident of bullying should occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively.

Aims and Objectives

- To create within the school community an atmosphere of openness and trust where everyone will know that bullying will not be tolerated
- To provide a curriculum and an environment which promote students' self-esteem and respect for others
- To implement appropriate strategies for dealing promptly with any complaints or incidents of bullying as they arise
- To ensure that all governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- To ensure that all governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported and arises

Our Values

to develop **confidence** and **respect** ,
to show **compassion** ,
to learn to be **reflective** and **responsible** ,
and to grow **resilience**



Fulfilled Healthy Successful

What is Bullying?

Bullying may be distinguished from other unacceptable forms of behaviour in that it involves the dominance of one pupil by another, or a group of others, is premeditated and usually forms a pattern of behaviour rather than an isolated incident. It is the wilful, conscious desire to hurt or threaten or to frighten someone else often over a period of time. To do this the bully has to have some kind of influence or control over the victim/s (and possible by-standers), a power not always recognisable to the teacher. How bullies exercise their illegitimate power depends on who they are, who the victim is and the context. Bullies are not recognisable stereotypes. Increasingly, bullying can happen through the use of communications technology such as text messages, e-mails or internet 'chat rooms'. This form of bullying is seen to be just as unacceptable as 'face to face' confrontations.

Bullying may vary in its severity, frequency and in the numbers of people involved. The main forms of bullying are:

- Emotional - excluding, tormenting (e.g. threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures, names
- Sexist – comments, gestures, actions or attention that is intended to hurt, offend or intimidate
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities

Consistent and targeted abuse can also be referred to as 'peer on peer abuse'.

Bullying is not:

- Falling out with your friend
- Not getting your own way
- Other children not doing as you say, not playing the game that you want or not playing exclusively with you

Why is it Important to Respond to Bullying?

Bullying can be extremely damaging. It can lead to a lasting lack of self-esteem, depression, anxiety and physical harm. Everybody has the right to be treated with respect and no one deserves to be a victim of bullying. Pupils who are bullying need to learn different ways of behaving. Our school has a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

A child may not want to tell anyone if they are being bullied, but their behaviour might well show that something is not right. Adults should look out for these signs:

- Is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or lacking in confidence
- Feels ill in the morning
- Is frightened of walking to or from school – begs to be driven
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Changes their usual routine
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Has unexplained cuts or bruises
- Asks for money or starts stealing money
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Becomes secretive, especially around internet links
-and in worst cases
- Attempts or threatens suicide or runs away

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

Preventing Bullying

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

- writing a set of class/school rules
- reinforcing and modelling our School Values
- signing a behaviour contract
- visiting theatre companies leading assembly
- Collective Acts of Worship including Bible Readings and a focus on the School Values
- reading stories about bullying or having them read to a class or assembly
- using the curriculum, particularly PSHE, to raise awareness and to have discussions about bullying, why it matters and why 'standing by' is nearly as bad as doing the bullying
- taking part in the national Anti-Bullying Week
- Teaching online safety at the beginning of every half term, as well as frequent reminders during ICT lessons and when engaging with online activities or online meetings.
- Anti-bullying workshops, as well as online bullying workshops included regularly as part of the curriculum
- Parent workshops for online bullying/safety are held annually, with regular reminders and updates through school communications.

Our Procedures

1. All incidents of bullying should be reported to staff
2. All reported incidents will be fully investigated to ascertain whether they are a case of bullying or other behaviour issues which can be dealt with through the school's Positive Behaviour policy. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
3. In all cases of bullying, the incidents will be written up by staff involved and recorded on our MIS Scholarpack Conduct section. Senior staff will meet with all the children involved to allow the perceived 'victim' of the bullying to explain what has been happening and how that has made them feel and the perceived 'bully' to respond to the allegation or apologise as appropriate. This will give everyone the message that the behaviour has been noted and will be monitored and in many cases is sufficient to 're-humanise' the victim in the perpetrator's eyes and cause the bullying to stop. In all cases parents of both the victim and the bully will be informed and will be asked to attend a meeting, or separate meetings, to discuss the problem.
4. The school will be proactive in supporting the victim and also work with the bully (bullies) to support them in changing their behaviour. This will be closely monitored.
5. If necessary and deemed appropriate by the headteacher, police will be consulted.

The school will respond to all the pupils involved in a bullying incident by:

- Actively listening
- Offering support and strategies to deal with unwanted behaviours
- Helping the children to take responsibility for their action and to recognise the hurt that they have caused
- Involving parents
- Involving outside agencies to support the child as appropriate

Outcomes

1. The bully (bullies) will be dealt with as the Senior Management Team deem appropriate according to the facts they have investigated, the full context to which only they might be fully aware, and in line with the school's Positive Behaviour Policy and with full parental involvement.
2. In serious cases fixed term or permanent exclusion will be considered in line with the school's Positive Behaviour Policy.
3. The school's expectation is that the children will be reconciled. As a one form entry school we do not have the facility to separate children and we do not believe that this should be necessary. We expect parents to take an adult approach and support the children with this reconciliation.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Bullying off the School Premises

While the school will make every effort to deal with bullying on the school premises, and to prevent bullying outside the school gates, we recognise that we cannot be held directly responsible for bullying that takes place off site, by pupils in this school, or by pupils of other schools or on pupils' journey to school. However, we will take seriously any bullying incident and take every reasonable step to support the pupil.

At Forty Hill, we encourage pupils to tell us and their parents about incidents that happen inside and outside school so that we can:

- Alert parents to the fact that children are having unsupervised and inappropriate internet contact
- Raise concerns and take steps as appropriate e.g. contact police to alert them to trouble spots, gangs etc
- Alert colleagues in another school whose pupils may be involved off premises
- Map safe routes to school in the event of a pupil being bullied on their journey to school
- Offer pupils strategies to handle bullying off the school premises

Where bullying takes place online as part of our curriculum (e.g. online meetings, home learning etc), this will be dealt with as if it were bullying face-to-face on the school premises.

Cyber-bullying

Children have clear structures to deal with online abuse such as cyberbullying which are cross referenced with other school policies. Through online safety lessons, children understand the impact of cyberbullying and trolling and know how to seek help if they are affected by any form of online bullying and also know how to report this abuse when using the internet and related technologies, i.e. parent or carer, teacher or trusted staff member, or an organisation such as Childline or the CLICK CEOP button.

Monitoring

As part of our monitoring strategy we will:

- Meet with pupils and give them regular opportunities to tell us if the policy is working from their point of view and if the school is responding to incidents
- Review the effectiveness of the policy annually with staff, pupils, parents and governors

Accepted by the Governing Body: July 2023

Review Date: June 2025