



FIVE STONES

Learning Federation

**Five Stones Learning Federation
Anti-Bullying Policy**

Vision

"Life in all its fullness"

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in all its fullness' (John 10.10).

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Statement of Principle

Everyone, pupils, parents / carers and staff, at Five Stones Learning Federation has the right to feel welcome, secure and happy. Only if this is the case, will all members of the school community be able to achieve their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build a no tolerance ethos in this school.

This document outlines how we make this possible at Five Stones Learning Federation.

Aims and Objectives

It is our belief that all should be included fully in the life of the school and that we celebrate difference. The aim of this policy is to promote an ethos in school where we promote equality and bullying is regarded as unacceptable and a safe environment is created for all members of the school community. All behaviour deemed as bullying is regarded as unacceptable and will be prevented and dealt with through:

- Raising awareness of bullying within an agreed school definition
- Consultation with the whole school community in relation to anti-bullying policy and strategies
- Development of guidelines in order to provide a consistent response to any bullying incidents
- Development of strategies that will reduce bullying in the school community
- Provision of opportunities within the school curriculum to promote emotional well-being and the prevention of bullying
- Monitoring the incidence and type of bullying in school
- Evaluation of bullying policy, procedures and strategies

Definition of Bullying

The government defines bullying as:

'Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally' (Safe to Learn, DCSF 2007)

Five Stones Learning Federation's definition of bullying is willful, repetitive and persistent. However, at times and rare occasions a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. It is intentionally harmful although occasionally the distress it causes is not consciously intended by all of those who are responsible. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Other incidents of bad behaviour will be dealt with accordingly, however, they may not be deemed as bullying.

Bullying can take many forms and can include the following:

Name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging and e-mailing, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups, spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others. The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Bullying takes the following forms

- Physical
- Verbal
- Indirect (behind someone's back)
- Emotional or psychological or relational aggression
- Cyber

It can be linked with prejudice towards someone because of race religion or culture, gender, sexual orientation, disability or any other apparent difference.

Preventing Bullying

The school will take every opportunity to demonstrate to pupils, through the curriculum and by example, that it is totally opposed to bullying. As a school, we take a proactive approach to bullying by ensuring children know what constitutes bullying, including cyber-bullying, and what to do about it should they experience it, including external support such as:

www.wiredsafety.org

www.thinkuknow.co.uk

www.Childline.co.uk

www.anti-bullyingalliance.org.uk

askbuddy@durhamlea.org.uk

all have some useful tips and offer both adults and children help and support.

Anti-bullying is a central part of the school curriculum and is taught in a number of ways every half term. We also take part in Anti-bullying week. We aim to ensure the children have a positive approach towards others who are different from themselves and to recognise they are members of a global community in which diversity should be embraced and celebrated.

Staff will not ignore bullying or suspected bullying. All school staff will, wherever possible, intervene to prevent bullying incidents from taking place.

The school will encourage pupils to report any incidents of bullying to a teacher or other adult at school. Pupils will be told that they may bring a friend with them if they wish.

The school will ensure that all staff, governors, pupils and parents, are aware of the school's anti-bullying policy.

Staff will praise and encourage pupils when they show kindness and consideration to others.

Roles and Responsibilities

Everyone within school is expected to:

- Be clear about the roles they can take in preventing bullying, including the role of bystanders
- Understand to school's approach to anti-bullying
- Celebrate the success of anti-bullying work

Pupils are expected to:

- Report all incidents of bullying and suspected incidents that victims may be afraid to report
- Support each other and seek help to ensure that everyone feels safe in school
- Learn to behave in ways which do not cause harm
- Learn how they can take steps to repair any harm they have caused

Mini-Buds

- Mini-Buds in Year 2 are trained to ensure that they take an active role in making sure other infant children have the opportunity to be included and happy at play times. They have an agreed rota for their input when they are officially 'Mini-buds'.

Buddies

- Buddies are Year 5 and 6 children who are trained to ensure that other children in school have the opportunity to be included and happy at playtimes. They have an agreed rota for their input when they are officially 'Buddies'. However, Buddies are expected and trained to encourage and include children at all times.

Mediators

- Mediators are trained Year 5 and 6 children who are available via a booking system. Mediators can be accessed when friendships seem to have broken down or children feel they need support in maintaining or improving friendships. The Mediators are able to talk to problems through with the children involved to search for a solution and giving children the opportunity to have ongoing support.

Heads, governors and other school staff are expected to:

- Develop whole school policies which meet the law and school inspection requirements
- Promote a school climate where bullying and violence are not tolerated and cannot flourish
- Continually develop best practice based on evidence based knowledge of what works
- Review the school anti-bullying policy every year and as a result update the policy and procedures as necessary
- Provide curriculum opportunities used to address bullying
- Provide pupil support systems to prevent and respond to bullying
- Address school site issues and promote safe play areas
- Ensure that all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying
- Ensure that all staff are aware of the importance of modeling positive relationships
- Work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities

Governors are expected to:

- Support the head teacher in all attempts to eliminate bullying from our school
- Monitor the incidents of bullying that occur and review the effectiveness of the school policy regularly
- Respond within ten days to any request from a parent to investigate incidents of bullying, in all cases, the governing body notifies the head teacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

The Headteacher is expected to:

- Implement the school anti-bullying strategy and ensure that all staff are aware of the school policy and know how to deal with incidents of bullying
- Report to the governing body about the effectiveness of the anti-bullying policy on request
- Ensure that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The headteachers draws the attention of children to this fact at suitable moments
- Ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying
- Set the school climate of 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
- Record any incidents of bullying in the school log book, which can be found in the headteacher's office
- Keep parents informed and updated through reference to the anti-bullying policy and actions within school in the form of newsletters.

Teachers are expected to:

Any incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable.

If a Pupil is Bullied Staff who receive a report of a bullying incident from a pupil will:

- listen to the pupil's account of the incident taken notes on what the children are saying. This will be kept on file along with the schools response.
- reassure the pupil that reporting the bullying incident was the right thing to do
- Make it clear to the pupil that he or she is not to blame for what has happened
- Make a note of what the pupil says
- Explain that the pupil should report any further incidents to a teacher or other member of staff immediately.

Staff will ask the pupil:

- What has happened
- How often it has happened
- Who was involved
- Where it happened
- Who saw what happened
- What he or she has done about it already.

The school will advise pupils who are caught up in bullying incidents to:

- Stay calm and look as confident as possible
- Be firm and clear, look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Immediately tell an adult what has happened.

In dealing with bullying, school staff will:

- Take all forms of bullying seriously and intervene to prevent incidents from taking place
- Listen carefully to all accounts of the incidents and will make notes on what children have said to ensure they understand the full picture.
- Adopt a problem-solving approach that encourages pupils to find solutions rather than simply justify themselves.
- Support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher and inform the child's parents
- Deal with the issue immediately. This may involve counseling and support for the victim of the bullying and punishment for the child who has carried out the bullying. They spend time talking to the child who has bullied: explain why the action was wrong and endeavour to help the child change their behaviour in future
- Inform the headteacher if a child is repeatedly involved in bullying other children. The child's parents will be invited into the school to discuss the situation. A behaviour plan may be drawn up and in more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies or consider exclusion.
- Support all children in their class and establish a climate of trust and respect for all, linked to our Rights Respecting School status (UNICEF) using the individual agreed Charters for Behaviour for the classroom or the playground or the dinner hall. By being clear in our expectations, their rights and their responsibilities, praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Sometimes teachers may feel in depth work is needed for their class on a particular issue and this will be planned into our timetable. At other times teachers may feel it appropriate to deal with an issue that has arisen from an incident at the time.
- Make regular follow-up checks to ensure that bullying has not resumed.

Parents are expected to:

The school will work with parents in dealing with bullying. Bullying in school is everyone's problem. All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone.

- Be clear that the school does not tolerate bullying
- Five Stones Learning Federation definition of bullying is willful, ongoing, persistent or repetitive. Other incidents of bad behaviour will be dealt with accordingly, however, they may not be deemed as bullying
- Support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school
- Be aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
- Have confidence that the school will take any complaint about bullying seriously and investigate and attempt to find a resolution for any incidents and that the school systems will deal with bullying or otherwise in a way which protects their child
- Know that our policy can be viewed on our website or parents are welcome to view a copy held in school. Parents are able to send feedback and give their views at any time via the website. This information will be taken into consideration when reviewing the policy.
- Parents, carers and families are often the first to detect signs of bullying. Common physical symptoms include headaches, stomach aches, anxiety, irritability and a reluctance to attend school.
- The school will encourage parents who suspect that a child is bullying or being bullied to immediately contact the school and make an appointment to see the child's teacher as soon as possible.
- Parents and carers will be informed of incidents and involved in discussions. The school will discuss with parents how they can work together to stop the bullying.

Procedures for Reporting and Responding to Bullying

Prevention is better than cure so at school we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying type behaviour.

- Pupils who believe they have been bullied should report this to an adult within school
- Pupils who believe they have seen others being bullied, or when another pupil tells them they have been bullied, should report this to an adult within school.
- Members of staff who receive reports that a pupil may have been bullied should investigate / talk through the problems and incidents with the children involved and any other children who may be able to help with a resolution. Incidents that meet the bullying criteria need to be logged and given to the Headteacher. The incident should be dealt with at the time, by the member of staff the incident was brought to the attention of. If the member of staff is not the class teacher, the incident should also be referred to the class teacher.
- This information would be reviewed regularly and children who were identified as having problems socially would have the opportunity to access intervention either internally or from an external provider. Parental involvement would be sought at this stage.
- Where bullying is of a racist nature, this will be reported to the Local Authority.

Helping the Bullies to Change

Staff will spend time to help pupils who have bullied others to change their behaviour. If a pupil is bullying others, staff will:

- Talk to the pupil and explain that bullying is wrong and makes others unhappy
- Discuss with the pupil how to join in with others without bullying
- Talk to the pupil about how things are going at school, his or her progress and friends
- Give the pupil lots of praise and encouragement when he or she is being kind and considerate to others.
- Consider specific programmes such as Getting Along, sessions provided through Durham Anti-bullying Service and P4C lessons.

Dealing with Serious Bullying

If the preventative measures and peer support strategies do not succeed, serious bullying will be dealt with under the school's discipline policy. The bully will:

- be removed from the group
- lose any break or lunchtime privileges
- be excluded for a fixed period.
- In the most serious cases, permanent exclusion will be the most likely sanction if the bullying:
- involves serious actual or threatened violence against another pupil
- amounts to persistent and defiant misbehaviour.

Types of Bullying

Racist Bullying

Any form of racial harassment of any member of the school community cannot be tolerated in this school. A racist incident is "Any incident which is perceived to be racist by the victim or any other persons and this includes crimes and non-crimes".

All incidents, however seemingly low level, should be taken seriously, since levels of prejudicial behaviour can easily escalate.

Racist incidents should be dealt with in the following way:

- Confidentially, promptly and sensitively. Victims should feel reassured that the situation will be handled in a professional manner
- Witnesses identified and statements taken
- Perpetrators made aware of the seriousness of their actions, given advice and opportunity to apologise
- Victim kept informed and appropriate support provided
- Parents of victims and perpetrators informed
- Reported to the Local Authority
- Durham County Council Bullying and Harassment Guidelines observed for staff.

In order to reduce the likelihood of racist incidents in the longer term, the curriculum will be used to develop understanding and positive attitudes.

For further advice and support, please refer to appendix.

Verbal or Physical Bullying

- Victims should feel reassured that the situation will be handled in a professional manner
- Witnesses identified and statements taken
- Perpetrators made aware of the seriousness of their actions, given advice and opportunity to apologise
- Victim kept informed and appropriate support provided i.e. Mediators, 'buddied' with another child, counseling.
- Parents of victims and perpetrators informed

Cyber Bullying

Cyber bullying involves the mis-use of information technology in order to harass and bully other people. This can occur both in and out of school and it should always be taken seriously as the impact of this type of bullying can affect the ethos of the school. Cyber bullying is integrated into the school curriculum and is taught every half term, again, alongside safer internet day, computing lessons and SMSC lessons. The school endeavor to teach the children how to stay safe on line and appropriate and acceptable behavior.

The following advice is given to children and young people regarding staying safe online. The children should never:

- Share personal information online via e-mail, games, apps etc.
- Accept e-mails, friend requests, voice calls etc from people they do not know.
- Put themselves on social media or post pictures of themselves online
- Meet someone you have just talked to online

If you receive a message online via e-mail, messenger, facetime etc from someone you do not know you should:

- Not reply to the message.
- Save the incoming numbers, messages, voice calls etc and take a screen shot if necessary to show an adult.
- Tell an adult straight away or use the report button on the website.
- Ask the adult to deal with the situation by either blocking numbers or incoming messages, blocking people on apps etc
- Ask an adult to inform the school to ensure there is strong home links and the incidents can be discussed at a school level.

Bullying in relation to Disability and SEN

This school is committed to the inclusion of all pupils whatever their needs. All children with special educational needs will be supported by the use of the following strategies:

- Appointing someone to look out for a particular child
- Taking time to talk
- Including everyone in sport and physical activities
- Using SENCO's to identify and monitor bullying, to intervene and support

Other Policies

Other policies which are relevant and are available on the website are

- Relationship and Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Acceptable Use of ICT Policy
- Acceptable Parental Behaviour Policy
- E-Safety Policy
- Acceptable Use Policy

Monitoring and Review

This policy will be reviewed on an annual basis by the school staff and governors and will take into consideration feedback from parents from the website or any other method of communication after a reminder on the school newsletter and consultation during termly anti-bullying weeks with all pupils. Anti-bullying is high profile in our school. Data collated by the school regarding 'bullying' or behavior which is less than positive will be used to drive improvements.

Five Stones Learning Federation will look for external verification of its efforts in eradicating bullying and share this external verification with all its stakeholders.

Appendix

Advice and support for all aspects of racial equality is available from the Promotion of Race Equality Team within the Ethnic Minority and Traveller Achievement Service. See Learning Support Service, Broom Cottages Primary and Nursery School.

Recording, Reporting and Responding to Racist Incidents

- Guidelines for Schools and Other Educational Establishments Durham County Council

Other sources of reference

DfES Bullying Around Racism, Religion and Culture

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

www.kidscape.org

www.thinkuknow.co.uk

www.Childline.co.uk

www.anti-bullyingalliance.org.uk

askbuddy@durhamlea.org.uk