

FVIS Anti- Bullying Policy

September 2022

STATEMENT OF INTENT

The safety and welfare of all children at Fetcham Village Infant School is our highest priority. We provide a secure and caring environment so that every child can feel safe and learn in safety. In all matters, relating to child protection the school will follow the procedures laid down by Surrey Children's Safeguarding Partnership together with the DfE guidance contained in Working Together to Safeguard Children updated July 2022, and Keeping Children Safe in Education September 2023.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school by ensuring all staff uphold the expected professional standards and behaviours.

Designated Safeguarding Lead: Mr Simon Sharp

Deputy Designated Leads: Mr Gareth McGovern
Mrs Emma Wright

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents.

It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2023 which includes "Sexual violence and sexual harassment between children in schools" and Child on Child abuse

Also, see our Child Protection and Safeguarding Policy September 2023

Aim

At Fetcham Village Infant School:

'Our Values based education empowers individuals to be the best they can be'

We believe that bullying of any kind is unacceptable within the school community. We operate 'zero tolerance' towards any form of bullying. We recognise the significance of preventative measures when tackling the issue of bullying through a focus on our School Values.

Definition of bullying behaviour:

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group physically or emotionally.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

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- There is a deliberate intention to hurt or humiliate someone.
- A power imbalance makes it hard for the victims to defend themselves.

- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. Such incidents will be treated in the same way as other bullying incidents, particularly in cases of virtual (cyber), sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then urgent intervention will take place.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying – via text messaging, e mailing, social media or gaming, which can include the use of degrading images and video
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Why are children and young people bullied?

Often, bullies have low self-esteem and turn to bullying others to impress their peers, make themselves feel less vulnerable and more powerful.

Specific types of bullying include:

- physical bullying
- direct verbal bullying
- cyber-bullying
- bullying related to special educational needs or disabilities
- sexist / transgender / homophobic bullying
- bullying related to race, religion or culture
- bullying of young carers or looked after children or otherwise related to home circumstances

There is no hierarchy of bullying – all forms will be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- individuals or groups

- If it is between parents/ carers- it will be taken very seriously and reported to our Governing body and or outside agencies
- If it is between staff or staff and children we will follow our Whistle Blowing policy

Reporting and responding to bullying between children:

All reported incidents will be taken seriously and investigated involving all parties. The school will identify the degree of intent of the bully. Was it intended to be malicious or was it the ignorance of a child?

Our school has clear and well publicised systems to report bullying for the whole school community (including pupils, staff and parents/carers) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

The system:

- If someone is doing or saying something you don't like, put up your hand and say 'Stop it I don't like it!'
- If they continue after you have asked them to stop, report them to an adult.
- The adult will listen to you and make a note of the details.
- The person who is behaving in this way will be given a 'Red Card' in line with our Behaviour policy and helped to understand what they are doing wrong.
- An adult will help you both to work out a way to put things right.
- A few days after this, the adult will ask you how things are going to check that everything is OK. If the issue persists the parents of the children will be contacted and future action discussed.

Parents/carers

- If your child is having friendship issues, or you think your child is being bullied speak to the class teacher in the first instance who will inform the teacher.
- Watch out for signs that your child is unhappy at school, e.g. refusing to come to school, appearing withdrawn or sad, loss of appetite, disturbed sleep patterns. (Appendix 3)
- Look on the anti-bullying websites (Appendix 2) for advice on how to support your child, e.g. by developing assertiveness and building self-esteem.

All staff will

- Watch out for signs of bullying, for example a child who seems withdrawn, lonely at playtimes.
- Listen to a child who reports being bullied.
- Interview all parties.
- Choose from a range of responses appropriate to the situation. These should be solution focused (see Appendix 1), circle of friends, individual work with victim and perpetrator, referral to outside agencies if appropriate.
- Refer to the Behaviour Policy.
- Inform parents
- Follow up the incident, especially keeping in touch with the person who reported the situation, parents/carers.

Bystanders

- Always report incidents of bullying that you witness.
- Try to support the victim by offering to help them deal appropriately with the bullying behaviour.
- Don't ignore it.

Recording bullying and evaluating the policy

Bullying incidents will be recorded on CPOMS or on the 'report abuse' form located in the staff room. The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated annually.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we at Fetcham Village Infant School have developed strategies to promote positive behaviour and discourage bullying behaviour. These are outlined in detail in the Behaviour Policy.

In addition, problems with bullying can be addressed through the following:

- Supporting Anti-Bullying week annually in November
- Assemblies
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Pupil Parliament
- Parents' views
- Playground buddy schemes (arranged for individuals by class teacher as necessary)
- Parent information events/information
- Staff training and development for all staff
- Emotional Literacy Support Assistant (ELSA)/ Home School Link Worker (HSLW), Behaviour Service and other outside agencies as appropriate

Roles and responsibilities:

The nominated **governor** with the responsibility for Anti-Bullying is Cath Garel (chair of governors, who along with Kelly Phillips (parent governor) are our Safeguarding and Child Protection governors.

The Head teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Local Authority and outside agencies.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy, monitoring, and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents

- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

All staff:

- Have a responsibility to model our school Values and respectful behaviour both towards pupils and towards other adults
- Must ensure pupils know they can report bullying to any member of staff
- Must ensure children learn about their responsibility to report bullying of others and not to be a bystander
- Must follow the school's Behaviour and Anti- Bullying policies
- Must report any concerns they have concerning bullying to the Head teacher

Parents and Carers:

- Have a responsibility to act as good role models in their own relationships with other members of the school community
- Must speak directly to the school if they are concerned about their child(ren).

Please refer to KCSiE 2023

Links to other policies:

Behaviour policy

Safeguarding and Child Protection policy

Whistle Blowing policy

E-safety policy

PSHE policy

Equalities policy

Staff Code of Conduct

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Appendix 1 Guidance questions to use:

- What has happened? Listen to both points of view.
- What's the problem here?
- Ask both/all disputants, 'How does that make you feel?' □ How do you think X is feeling?
- Why do you think X is feeling like that?
- What can you/we/your friends do to help X feel better/put things right?
- What can you/we do to stop this from happening again?
- Do you understand that if you keep hurting/teasing/being unkind to someone, even after they have asked you to stop, then that is bullying/racism?
- Would you like this to be happening to you?
- (To victim of unkind behaviour): If someone says or does this to you again, put your hand up, palm facing them, and say in a firm voice, 'Stop it I don't like it!'
- (To child accused of aggression/unkindness and not following our Values): If someone says to you 'Stop it I don't like it!' what would you do? The child receives a Red Card.
- Look at school Values; identify and discuss with perpetrator which ones they have not followed.
- Tell the perpetrator why they have received a Red Card and how much 'time out' they will be having with the head teacher as a consequence.

It is our intention that by having these discussions, more than once if necessary, we can teach the children to respect one another's feelings and promote a peaceful environment.

Appendix 2 Exclusion procedure

Certain types of aggressive behaviour could result in fixed term or permanent exclusion.

Exclusions can only be determined by the Head teacher or, in their absence, a member of the Senior Leadership Team. Permanent exclusion from the school is the ultimate sanction.

If it becomes necessary to consider exclusion, the Head teacher or SLT member will follow the most recent guidance from Surrey County Council. This is

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available on the following website: www.surreycc.gov.uk/schools-and-learning/schools/at-school/exclusion-from-school

Appendix 3 Useful websites

www.childnet.com
www.kidscape.org.uk
www.anti-bullyingalliance.org.uk
www.minded.org.uk
[www.educateagainsthate.co
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Approvals

<p><i>Mrs Cath Garel</i> Chair of Governors</p>	<p><i>Mr Simon Sharp</i> Head teacher</p>
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