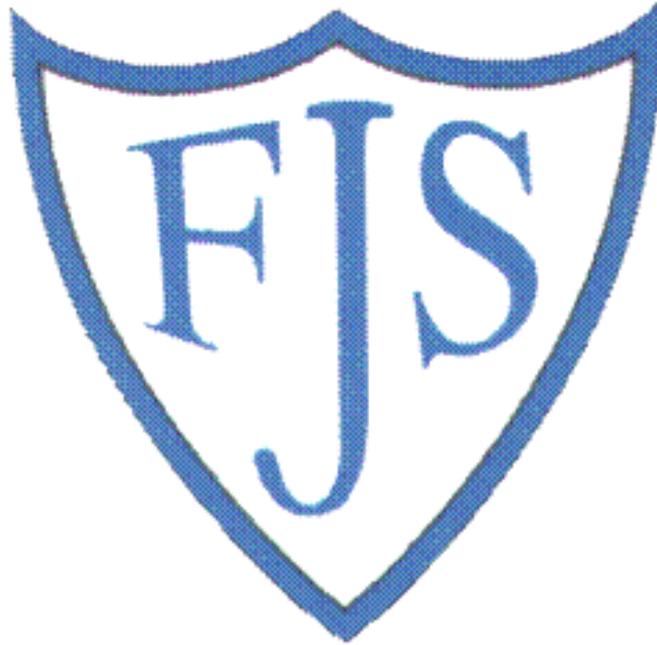


Forefield Junior School



Friendship and Anti-Bullying Policy

Meeting where agreed and ratified: _____

Signed: _____ Date: _____

March 2019

Review 2020

*Forefield Junior School is a **P.R.O.U.D.** school built on **Passion and Respect**, where **Opportunities** can be seized by **Unique and Determined** learners.*

We are passionate about learning in an environment where everyone is empowered to be themselves and to flourish. We respect and value each and every individual and cherish their unique qualities to create a sense of belonging. We are determined to support personal, social and emotional development by encouraging self-belief and providing opportunities for everyone to express themselves and grow in confidence.

By celebrating their diverse contribution to the life of the school and the wider community, each person will be encouraged to build on their foundations, to instil a belief in everyone that they have limitless potential and are always capable of achieving their best - throughout their lives. As a family we share each other's successes and take pride in them.

We will consistently promote the highest of standards in every aspect of school life, provide a vibrant, stimulating curriculum in a safe and happy learning environment, to foster excellent attitudes and behaviour. The inspirational opportunities we provide will fuel a passion for learning and a sense of pride in all we do.

This is what makes us PROUD:

Passion, Respect, Opportunity, Unique, Determined.

Forefield Junior School Friendship and Anti-bullying Policy

1 What is friendship?

- 1.1 "A Forefield friend is someone who you can trust, who is kind and a person who looks out for you. They should be fun too!"
- 1.2 The above definition was agreed by a whole school 'Big Democracy' on the theme of friendship, where the values of a good friend were discussed.
- 1.3 We are PROUD to be friends and we are PROUD of our friends.



2 What is bullying?

- 2.1 Bullying is action taken by one or more individuals with the deliberate intention of hurting another person or people. It is usually repeated, often over a period of time and when it is difficult for those being bullied to defend themselves.
- 2.2 We believe that there are a number of types of bullying:
- **emotional:** exclusion from a group or an activity, tormenting, ridiculing, humiliating;
 - **physical:** hitting, punching, kicking, pinching, any form of violence and the threat of violence, taking or damaging someone's belongings;
 - **verbal:** name-calling, insulting, spreading rumours, threats, teasing, sarcasm, making fun of someone;
 - **racist:** racist taunts, gestures, making fun of someone's culture, religion or race;
 - **sexual:** unwanted physical contact, sexual abuse, sexist comments;
 - **cyber:** setting up hate websites, offensive emails or text messages.
 - **homophobic:** making fun of someone's sexuality; gay, lesbian or bisexual taunts.
- Bullying can occur between pupils, between pupils and staff, or between staff.
- 2.3 It is important to understand what bullying is not. Bullying is not falling out with friends, or occasional name calling, arguments or a 'joke' being played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems like this arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.
- 2.4 **It is bullying if it is done repeatedly and on purpose.**

3 Aims & Objectives

- 3.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 3.2 We aim, as a school, to produce a caring, safe and secure environment where all can learn without anxiety.
- 3.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 3.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

4 The Role of Governors

- 4.1 The Governing Body supports the Headteacher 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.
- 4.2 The Governors require the Headteacher to keep accurate records of incidents of bullying and to report to the Governors, on request, about the effectiveness of school anti-bullying strategies.
- 4.3 The Governing Body has designated a Lead Governor for Child Protection and Bullying.
- 4.4 The Governing Body responds to any request from a parent to investigate incidents of bullying by notifying the Headteacher and asking him to conduct an investigation into the case and to report back to a representative of the Governing Body within ten working days.

5 The Role of Senior Management

- 5.1 It is the responsibility of the Headteacher to implement the school anti-bullying 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 Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
- 5.2 The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 5.3 The Headteacher ensures that all staff are aware of the anti-bullying policy at Forefield Junior School.
- 5.4 The Headteacher sets the school climate of respect, 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.
- 5.5 The Headteacher and Deputy Headteacher record incidents of bullying on CPOMS recording the date and nature of the incident, those involved and the action taken. These may be reported by any member of the school community. In extreme cases the Headteacher may contact external support agencies such as Social Services or CAMHS.
- 5.6 The Headteacher and Deputy Headteacher monitor incidents of bullying, considering any action taken and its impact on the bullying in line with 'Safe to Learn' guidance. Monitoring is informed by:
 - Data from pupil surveys, including quantitative and "perception data", eg. annual Tell Us survey;
 - Peer-mentoring initiatives and projects such as School Council and Buddy System;
 - Parental complaints about bullying;
 - Links made by the Educational Welfare Service between bullying and non-attendance;
 - Exclusions data related to bullying;
 - Transfer and admissions data, particularly in relation to bullying or harassment;
 - Information collected under the National Healthy Schools theme 'emotional health and wellbeing';
 - Data from Ofsted reports;
 - Information recorded in school improvement plans.

6 The Role of the Teacher

- 6.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- 6.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If the school suspects bullying, contact will be made with the parents of the pupils involved.
- 6.3 If a teacher becomes aware of any bullying taking place between members of a class, they will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment and behaviour support for the child who has carried out the bullying. Teachers will spend time talking to the child who has bullied: they explain why the action of the child was wrong, and endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, teachers inform the Headteacher and the appropriate special needs co-ordinator. Incidents of bullying are recorded in the on CPOMS where the date and nature of the incident are noted and monitored by the Headteacher and Deputy Headteacher, who will then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the Social Services.
- 6.4 Teachers keep up to date in their professional knowledge and understanding of behaviour management techniques.
- 6.5 Teachers report worries and concerns to the Headteacher and Deputy Headteacher. Teachers complete monitoring forms which are given to the Deputy Headteacher who monitors individual episodes and analyses patterns in behaviour. An entry is made on CPOMS where a pattern of suspected bullying is identified.
- 6.6 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- 6.7 Sanctions are imposed in line with the Behaviour Policy. Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.
- 6.8 The school also educates the children in understanding the roles and responsibilities of bystanders.
- 6.9 The school aims to use regular supply teachers who know school procedures well. New supply staff are familiarised with school procedures and given our 'Safe and Secure' card, detailing how to approach serious concern about a pupil.

7 The Role of Parents

- 7.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or the Headteacher/ Deputy Headteacher immediately. Any report of suspected bullying made a parent will automatically be recorded on CPOMS.
- 7.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.
- 7.3 Parents are invited to sign the Forefield Home School Agreement which is underpinned by the ethos of our school.

8. Strategies for Prevention

As a school, we believe in preventing bullying by:

- Setting clear expectations for behaviour, with rules discussed and shared with the whole school community,
- Valuing each and every member of the school community,
- Promoting positive behaviour,
- Rewarding positive behaviour with praise, merit points, certificates, home-school diaries and special assemblies,
- Teaching and encouraging respect and assertiveness,
- Rigorous supervision,
- Embedding the anti-bullying message across the curriculum,
- Identifying and supporting vulnerable individuals.
- Building strong relationships between pupils, parents and staff.

9. Guidance

The following section offers support for members of the school community in order to ensure that bullying is promptly recognised, reported, recorded and acted upon.

9.1 Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff are observant and alert for signs of bullying, which may include:

- unwillingness to come to school;
- withdrawn, isolated behaviour;
- complaining of missing possessions;
- refusal to talk about the problem;
- being easily distressed;
- damaged or incomplete work.

Any worries or concerns should be raised with the Headteacher or Deputy Headteacher. These will be recorded in the Worries and Concerns book. Any incidents of bullying should also be reported to the Headteacher or Deputy Headteacher. These will be recorded on CPOMS.

9.2 Pupils should be taught the following strategies for dealing with bullying:

Advice for pupils who are being bullied:

- be firm and clear – look them in the eye and tell them to stop;
- get away from the situation as quickly as possible;
- tell a teacher or friend what has happened;
- tell your family;
- keep on speaking up until somebody listens;
- don't blame yourself for what has happened;
- don't suffer in silence.
- seek advice from specialist agencies, eg. Childline.

Advice for pupils who observe bullying:

- don't allow someone to be deliberately left out of a group or game;
- don't smile or laugh when someone is bullied;
- tell a member of staff what is happening;
- encourage the victim to join in or play with you and your friends;
- tell the bully to stop what they are doing;
- show the bully you disapprove of his/her actions;
- never support a bully or be tempted to join in what they are doing.
- seek advice from specialist agencies, eg. Childline.

Advice for pupils who are showing bullying behaviour:

- Even though you think bullying 'only a bit of fun' or 'just a game', those who are being bullied feel scared and upset. You can stop people feeling like that if you stop bullying them.
- Sometimes people who bully are unhappy about something in their own lives. Maybe they are angry about something and try to take their anger out on other people by trying to act tough. If you are upset or angry about something, talk about it instead of taking it out on someone else.
- Talk to someone about how you feel.
- Seek advice from specialist agencies, eg. Childline.
- Bullying can become a habit that is hard to break. But even if seems hard to stop, **you can change what you are doing.**

10. Responses to Bullying

- 10.1 Our expectation is that pupils will demonstrate kind and respectful behaviour.
- 10.2 Our expectation is that any witness to bullying will report it.
- 10.3 Our expectation is that staff will monitor children effectively, in accordance with our Behaviour, Child Protection and Anti-Bullying policies. Suspected cases of bullying will be reported to the Headteacher or Deputy Headteacher
- 10.4 Our expectation is that the Headteacher and Deputy Headteacher will deal swiftly with any incidents of bullying, in accordance with our Behaviour, Child Protection and Anti-Bullying policies. Reports of bullying will be dealt with seriously, showing sensitivity to all those involved, ensuring that everyone receives the support needed to end the cycle of bullying. Outside agencies may be used to support this process.
- 10.5 Our expectation is that parents will report any incidents of suspected bullying and support the school's response in line with our Behaviour policy, breaking the bullying cycle.

11. Links to other Documents:

This policy should be read in conjunction with:

- Behaviour Policy
- Eating & Health Policy
- Managing Equality Policy
- Safeguarding Children & Child Protection Policy
- Discipline Policy & Procedure
- School Prospectus
- Staff Handbook
- Whistle-blowing Policy

12. Monitoring & Review

12.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors about the effectiveness of the policy on request.

12.2 This anti-bullying policy is the Governors' responsibility and they review its effectiveness annually. They do this by discussion with the Headteacher.

12.3 The monitoring process includes consultation with all sections of the school community:

- Pupils are consulted via their School Council representatives. The consultation process takes place through established weekly class meetings, discussions and anonymous feedback boxes. The annual school survey and Y6 annual Tell Us survey also provide opportunity for pupil feedback on bullying issues.
- Parents are consulted via the annual school survey. Parents of children joining the school also have a special 'settling in' survey in which to give feedback at the end of the autumn term. Parents are given a copy of the policy and invited to comment.
- Staff are consulted via the annual school survey. Staff meetings and INSET opportunities also provide chance for feedback and discussion of bullying issues.