



Forest & Sandridge School

Anti-Bullying Policy

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Our vision

Nurture, Grow, Flourish

“For I know the plans I have for you,” says the Lord... “plans to give you HOPE and a FUTURE.”

Jeremiah 29:11

We are committed to creating a positive, safe and nurturing Christian environment, where all members of the school and wider community will be respected and valued.

Within God’s love, we will support and encourage one another to grow and flourish... to be the very best we can be.

All we do at our school will be underpinned by the above vision. This policy should be read and understood from this perspective.

Aims

Studies carried out by KIDSCAPE and NSPCC show that 68% of children say they are bullied at some stage of their school life. We acknowledge that incidents of bullying have occurred at Forest & Sandridge School but aim to reduce the number of these incidents by creating a safe, caring environment where children are not afraid to talk about, and discuss bullying, and where they know they will be listened to sympathetically. Secrecy and silence nurture bullying, children need to be encouraged to TELL, TELL, and TELL.

Definition of bullying

We define bullying as “deliberate, unprovoked, physical or psychological harm by a more powerful child, adult or group, against a weaker child, adult or group”. It may be distinguished from normal rough and tumble play or other unacceptable forms of aggression (including Cyber-bullying) in that it is often pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

What is bullying?

Bullying may be physical, verbal or non-verbal, eg

- Being called names
- Being teased
- Being pushed or pulled about
- Being hit or attacked
- Having bags or possessions taken, hidden or thrown around
- Having rumors spread about you
- Being ignored and left out
- Being forced to hand over money or possessions
- Being attacked because of your colour or religion
- Being attacked because of your sexuality

Tell Tale signs

Children who are being bullied may:

- Be frightened of walking to school alone
- Be unwilling to go to school or feel ill every morning
- Begin performing poorly at school
- Have clothes or possessions destroyed quite often
- Have possessions go missing
- Cry when left alone
- Have unexplained cuts and bruises
- Ask for money or begin stealing (to give to the bully)
- Become withdrawn and start stammering
- Become depressed and anxious, may stop eating
- Have nightmares
- Begin to bully other children or siblings
- Give improbable excuses for any of the above

Strategies for prevention of bullying

As teachers we must:

- Tell children from day one that bullying (verbal or physical, including racist, homophobic bullying, or that relating to transgender issues) is NOT tolerated in school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
- Raise self-esteem of pupils through praise, reward system, positions of responsibility, circle times etc.
- Help the pupils to understand differences caused by illness, medication, handicap or disfigurement etc. in order to increase tolerance and reduce the likelihood of bullying.
- Use PHSEE/role play to teach co-operation skills, and non-bullying ways of resolving conflict.
- Provide on-going opportunities to bring problems out into the open through regular circle time or the use of puppets, etc.
- Teach children that by witnessing an incident of bullying and doing nothing they are actively encouraging bullying behaviour. Bystander power is the biggest weapon we have in tackling bullying, we need to teach pupils how to be effective bystanders and take on social responsibility.
- Teach the children strategies for dealing with bullying themselves (appendix 1)
- Use games lessons to teach the children that, when playing a game, the rules are laid down by all players, right at the beginning, and it is important to keep to these rules.
- Use assemblies to demonstrate anti-bullying attitudes and the values we want to promote.
- Have clearly defined, taught, playground rules and show that it is important to stick to the rules for everyone's best interest.
- Reward appropriate behaviour, and ensure that everyone knows the consequences of breaking the rules so that the system is seen to be fair.

Reporting Bullying

Victims of bullying often feel very isolated and alone; they need to know that once they have told someone about being bullied they will be protected from further bullying. Children at Forest & Sandridge, whether victim or bystander, need to know that they can report incidents of bullying to any adult member of staff, teaching or non-teaching and that all incidents will be taken seriously. Children should be given time to talk and be praised for telling.

Responding to bullying

- All bullying allegations will be taken seriously and incidents investigated thoroughly. This includes incidents involving cyber-bullying, incidents relating to homophobia or transgender issues, including those which have taken place outside school.
- Alleged bullies, victims and witnesses are interviewed separately and observations of the parties concerned are made.
- If the incident proves to be isolated a sanction will be imposed on the perpetrator.
- If there seems to be a pattern of behaviour, which indicates bullying, a written record will be made.
- Both bully and victim will be supported:
 - For the bully:
 - Analyse possible reasons for bully's action by looking at the "whole child", including family situation.
 - Gather information, e.g. classroom observations.
 - Investigate the underlying causes and take necessary steps in an attempt to resolve the bully's problems, possibly including obtaining advice from outside agencies.
 - For the victim:
 - Protection from the bully, e.g. asking duty staff to watch out for the victim, keeping the bully in at playtime and lunchtime.
 - Assertiveness training.
 - Using the strategies for prevention of bullying.
- At this stage parents of both parties will be informed in writing and may be involved in helping to resolve the situation, e.g. home/school contract.
- If the situation is not able to be resolved, greater involvement of outside agencies may be requested.
- Exclusion will be considered if difficulties cannot be resolved within the school environment.

Roles and responsibilities

Duty staff will report incidents to the class teacher and, if it is a case of bullying, it will be reported to the Headteacher who will keep a record and deal with the situation/discuss further action.

Monitoring and evaluation

- Will be through an annual questionnaire completed by a sample of the pupils in order to measure the Bullying and Aggression Indexes of the school.

- Monitoring the Bullying and Racist log of incidents that happen within school

Supporting documentation:

- Exclusions Policy
- Racial Incidents Policy
- Internet E-Safety Policy
- Behaviour Policy

APPENDIX 1

Saying No

- Through assertiveness training and role-play the children should be given opportunities to practice saying “NO”.

Broken Record

- An assertiveness method and a way of escaping from a bully. Pupils are taught to respond assertively with the same sentence three times, rather than entering into an argument with the bully, i.e. “I do not give my dinner money away”. After repeating the statement three times walk away.

Fogging

- The purpose of this activity is to practice fogging in relation to insults. If the hurtful remark is true respond “that’s right”, if it is wrong respond “you could be right”, or “it’s possible”.

What if.....

- Questions to help practice and plan responses to situations.