



# FARSLEY FARFIELD PRIMARY SCHOOL

## ANTI-BULLYING POLICY

### **Rationale**

Bullying is a subjective and highly emotive experience, which makes it difficult to define. We consider bullying to be:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group
- An imbalance of power leaving the victim feeling defenceless

The very nature of the behaviour will mean that school can become a stressful, unhappy place for children and adults alike. Bullying is the type of behaviour, which takes place away from the eyes of adults, or supervisors. It is only through positive vigilance, awareness and a common will to tackle the issue that bullying can be addressed.

### **Aims of Policy**

- To be proactive in ensuring all children are happy and feel secure in school
- To reduce/stop bullying incidents
- To increase the likelihood that incidents are disclosed to responsible adults
- To ensure that children who experience bullying receive additional support where required
- To intervene effectively when bullying happens

### **The ethos of the school**

Farsley Farfield Primary School is a safe, warm and supportive place in which to work, learn and play. We promote positive, progressive and tolerant ethics. We celebrate our diversity and see it as a strength of the school.

Staff are aware that it is during unstructured times such as playtime and lunchtime that children may feel vulnerable. There are always at least two members of staff on duty so that all the playground areas are well supervised at playtimes.

### **Link to Behaviour Policy**

The Anti-Bullying Policy is reviewed alongside the Behaviour Policy. It clearly states the whole school policy in terms of the code of conduct around the school and rewards and sanctions. The children are reminded of the importance of good behaviour during assembly times and by class teachers.

Each class may have a circle time and/or PSHCE (personal, social, health, and citizenship education) where children are encouraged to discuss issues and raise awareness of problems. These issues may also be raised in class assemblies in Key Stage 2. It is hoped that any child who is worried about any aspect of school could talk with either a friend or a teacher if they were not confident to talk in a circle time lesson. The Learning Mentors are always available to talk to a child and/or listen. Learning Mentors may do work with both victims and perpetrators as required.

The annual Parent Survey gives parents a chance to say if they feel there are any bullying issues and/or behaviour problems. Where a child's' details are supplied a member of the Senior Staff Team will respond to any comments.

Parents should in the first instance report any potential bullying incident to the appropriate class teacher who will investigate their concerns, record on school systems and contact the family within 5 school days.

### **The kinds of behaviour that count as bullying**

There are occasions when children do not act in a kind and considerate manner. There has been much research into what children perceive bullying to be. Bullying generally includes one of two categories: emotionally or physically harmful behaviour.

This includes:

- Conscious desire to hurt, threaten or frighten someone.
- Persistent aggressive behaviour towards another person which causes pain.
- Actions which deliberately make someone feel isolated and lonely.
- Making someone feel different from the others.
- Using words deliberately to cause hurt e.g. name calling, taunting, mocking etc.
- Preventing someone from being with their friends.
- Taking possessions and refusing to return them.
- Spreading hurtful and untruthful rumours

Increasingly, bullying may take place online and Farfield will take seriously, and investigate, any instances of online bullying whether they happen in the school day or not.

All the actions perceived to be bullying are done deliberately and often over a period of time. The victims of bullying are often too afraid to tell anyone.

### **Signs that someone is being bullied**

There is no foolproof way of knowing that a child is being bullied. Physical injuries are rare and unexplained illness or reluctance to go to school may be caused by other problems. A child may look lonely in the playground or keep apart from others – perhaps they have fallen out with their friends. Adults are often alerted by a distinct change in the pattern of the child's behaviour.

### **How the school will tackle bullying**

Bullying is an issue which is not always easy to resolve but talking is always the best way forward. If parents' instincts tell them that something is wrong, they should approach the class teacher who will investigate their concerns, raise the appropriate paperwork and contact the parent(s) within 5 working days. If after receiving the class teacher's response the parent(s) are still concerned they should contact the Deputy Head/Assistant Head Teacher to discuss their child's welfare. In instances where this is not dealt with satisfactorily, the Head Teacher should be contacted. The same procedures should be followed if it is a member of staff who notices a change in pupils' behaviours.

If a child approaches a member of staff and says that they feel that they are being bullied, the member of staff should always take time to listen. If there is not time to listen immediately, they should always say when they will have time to listen carefully. This should be within 2 school days. Staff should listen first and make notes to clarify the

main points as required. Children will feel reassured that staff will take their problem seriously and treat it confidentially. Staff should not promise to solve the problem but should promise to investigate. This information should then be passed on to the class teacher who will further investigate the child's concerns, raise paperwork and if required contact parents. The class teacher may at this point involve the learning mentor to work with any victims and perpetrators. Incidents of reported bullying, including reported incidents of racism, should be recorded using a standard proforma (stored on the network).

If the problems continue or the class teacher requires additional support, they should speak to the Deputy Head/Assistant Head who will liaise closely with the class teacher as well as the learning mentor and parent (as required) to solve the issue. Children should always be given a chance to give their side of the story and be given the opportunity to say that a change for the better can be made. The Deputy Head/Assistant Head will then monitor the children's behaviour and review the situation at appropriate intervals. Good practice would suggest that the Head Teacher and learning mentor(s) will be informed of incidents of bullying. Parents will be invited into school if the issue is not resolved or if the victim still feels unhappy about the bullying. The school will always do its best to make a difference for the better.

The school council are empowered, during their meetings with the Mentor(s) and teacher, to raise and discuss concerns children may have about bullying and racism in school.

### **Monitor, review and success criteria**

The school will monitor and review the policy to ensure that incidents and systems relating to bullying are effective. The policy will be reviewed alongside the Behaviour Policy. Results of the bullying question in the Parent Survey will be communicated to governors and parents annually. Farsley Farfield will continue to be proud of its record of very low incidents of bullying.

**Written:**

**Approved by Governors:**

**Review Date: May 2015**