

*Contact: Emma Bransby (Anti-Bullying Officer)
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Finton House School **Anti-Bullying Policy**

This policy is made available via the school website, is provided to all parents (current and prospective) in the parents' handbook, is provided to all Governors in the Governors' handbook, is provided to all staff in the Staff Handbook, is available from the school office and is kept in the Library.

1. FINTON HOUSE'S AIM

Finton House values all its pupils; it values them all equally, and is committed to making the school a happy, comfortable and carefree place for everyone. Bullying of any kind is unacceptable at Finton House; all pupils and adults should recognise that no one deserves to be bullied, and should know that if bullying does occur, it will be dealt with quickly and effectively.

2. DEFINITION OF BULLYING

BULLYING IS:

- a) Any behaviour which is intended to hurt someone in any way, or to make someone feel uncomfortable or unhappy.
- b) Any attempt to use behaviour like the above to coerce someone into doing something they don't want to do.

Bullying is damaging and is very serious. It can cause psychological damage of the victim and even lead to suicide. It can lead to criminal prosecution under 'harassment' and 'threatening behaviour'.

BULLYING CAN BE:

- PHYSICAL Pushing, hitting, pinching, kicking etc.
- VERBAL Name calling, sarcasm, spreading rumours, teasing etc.
- EMOTIONAL Excluding, tormenting (e.g. "hiding" belongings), being unfriendly or threatening etc.
- RACIST Racial taunts, discriminating statements etc
- RELIGIOUS Referring to religious affiliation in an exclusive and unpleasant manner etc.
- CULTURAL Making somebody feel uncomfortable because of their cultural beliefs or practices etc.
- SEXUAL/SEXIST Sexual innuendos, gestures and sexist comments etc
- HOMOPHOBIC Disparaging remarks or actions reflecting a person's sexuality etc.

- **DISABILITY** Making somebody feel uncomfortable because of a disability.
- **CYBER** Abuse of any kind via text, email, websites and photos etc.
- **INTELLECTUAL** Making someone feel uncomfortable regarding academic, intellectual performance or ability.
- **INDIRECT OR MANIPULATIVE** Manipulating others to ostracise, marginalise or intimidate individuals. Encouraging others to become agents of physical or verbal bullying against someone.

3. **OBJECTIVES**

- a) To prevent and eliminate any bullying.
- b) To ensure all pupils, parents and members of staff have full awareness / understanding of bullying.
- c) That all children, parents and members of staff know and follow the procedures for dealing with incidents of bullying.

4. **GUIDELINES FOR PRACTICE / PROCEDURE**

The Finton House guidelines on practice / procedure have been designed to incorporate the following essential features which enable patterns to be identified and dealt with effectively:

- a) **Reporting** - everyone should understand the importance of "telling" about any incidents of bullying and everyone should have clear line of referral.
- b) **Confidence in referral** - anyone who reports a problem in this area should know that they will be taken seriously and that something will happen.
- c) All incidents of bullying should be dealt with promptly, fairly and effectively.
- d) **Recording** - all instances of bullying should be recorded on the individual's Confidential Report Form and copy must be given to the Head to file in the Head's pastoral file.
- e) **Approach** - all parties involved (including bullies) should be handled in a friendly, sympathetic and understanding way.
- f) **Bullying Officer** - Finton House has a named member of staff as the "Anti-Bullying Officer", with certain responsibilities for this area.
- g) **Listening Buddy** – Finton House has a named member of staff as the “Listening Buddy”, in whom children can confide.

5. PROCEDURE FOR DEALING WITH BULLYING

STAFF If you see bullying or a problem is reported or referred to you:

On learning about an incident (within 24 hours)

- * Make it clear that the bullying behaviour and threats of bullying must stop immediately.
- * Find out the facts - talk to the bullies and the victims individually.
- * Get the bully to apologise; reconcile the pupils if possible; anything which has been taken should be returned or replaced and any damage done should be made good.
- * Produce a written report of what happened. Sometimes it is appropriate to gain written accounts from the pupils which they should sign. Read these statements back to the pupils to ensure they agree with their statements and then take the children and statements to the Head. The statements must then be given to the Head so that they can be copied and filed in the pastoral file. All incidents of bullying must be reported to the Head or in the Head's absence the Deputy Head.

Notes

- * If you are not the Class Teacher of the children involved and a problem arises e.g. in the playground or in your lesson, you should take the appropriate action at the time and record it in the minor incident book.

After learning about an incident of bullying

- * Make an attempt to help the bully change his/her behaviour. When talking to bullies, be firm, but be careful not to use bullying techniques yourself (i.e. don't threaten or humiliate).
- * Take any practical measures which you believe are necessary e.g. change eating arrangements, allocations to different groups, etc. Liaise with the Management Team to make changes together.
- * If bullying is about a particular issue, then raise and discuss it with the class, using peer pressure to stop the bullying.
- * In simple cases nothing more may be required, but if the problem is serious / involved, you must refer it personally to the Class Teacher, who will then deal with the problem.
- * The "Anti-Bullying Officer" can be consulted at any time. She will have useful suggestions and resources.
- * The Head should be informed of any problems mentioned by parents to staff.
- * In all cases where you wish to involve parents, you must discuss the matter with the Head.

CHILDREN

- * Children who are victims of bullying should deal with the immediate problem if they can (using techniques / strategies taught by the school) - but in any case they should tell someone: this may be a friend, teacher, Listening Buddy, parent or the Head. They should know that whoever they tell about the problem will then do something to help.
- * Children who know bullying is happening should always tell an adult (the Listening Buddy, a teacher, the Head, or a parent) who will then do something about the problem.
- * Children who see bullying taking place should immediately intervene if this is sensible, and tell an adult (Teacher, Head, Listening Buddy) the details of the incident as soon as possible.

PARENTS

- * Parents who suspect that a child is either the victim or the perpetrator of bullying should discuss the matter with the child / Class Teacher / Head as appropriate, in order to establish a true picture. It may be that no further action is needed, but if it becomes clear that bullying is taking place parents should work with the school to deal effectively with the problem.
- * Parents who are sure that a child is involved in either bullying or being bullied should discuss the problem with the Class Teacher or with the Head.

LIMITS OF INVOLVEMENT:

The limits of involvement implied by the guidelines but are summarised as follows:

For Pupil: (victim) dealing with immediate problem.
(observer) intervening to discourage.

For Teacher: dealing directly with a one-off case, thereafter refer to Head.

For Class Teacher: dealing with persistent bullying in own class whilst referring to Head for advice and support.

For Head of US/LS dealing with persistent or serious case of bullying, but only with the full knowledge and support of the Head.

For Head Made aware of all cases of bullying. Deals with serious cases and will involve parents.

6. ESSENTIAL INFORMATION

a) BULLYING - WARNING SIGNS:

Any of the following may indicate that a child is being bullied:

- Being frightened or unwilling to go to school.
- Beginning to underachieve at school.
- Often having clothes or other belongings damaged or "lost".
- Becoming withdrawn.
- Not eating or sleeping well.
- Having unexplained bruises, scratches etc.
- Becoming disruptive or aggressive.
- Showing reluctance or evasiveness in discussing any of the above.
- Unexplained obsessive behaviour.
- Frequent complaints of illness – tummy aches etc.
- Trying to please too much.

b) BULLYING - VULNERABLE CHILDREN:

The following children may be more vulnerable to bullying than others:

- Children who are "different" in some way e.g. Special Needs.
- Children who have recently suffered bereavement.
- Children with unpleasant or irritating habits.

The following children may be more likely than others to become bullies:

- Children who don't "fit in" with others.
- Children who may have been "spoiled".
- Children who have themselves been bullied e.g. by adults or older siblings.
- Children under great pressure to succeed.
- Children who have no sense of achievement.
- Children who have recently suffered a traumatic event e.g. parental divorce, birth of a new baby, etc.

c) BULLYING - "DANGER AREAS" WITHIN THE SCHOOL:

Bullying is more likely to occur:

- If children are unsupervised.
- Where supervision is more "thinly spread" e.g. playground.
- In places which are "out of sight" - cloakrooms, changing rooms, lavatories, etc.

d) BULLYING – PREVENTION:

Finton House has adopted the following practices:

- Adherence to school rule for both pupils and staff that everyone should be treated with respect, courtesy and consideration.
- Regular inset for staff.
- Regular circle times.
- Minor concerns book so incidents are recorded.
- Well-equipped playground with lots of activities on offer.
- Staff member to initiate games in break times.
- Buddy bench to be used by those who would like a friend.
- Briefing of duty staff.
- Staff duty list on windows facing into playground so handovers work smoothly.
- Worry box in Listening Buddy's room.

e) BULLYING - CLASSROOM MANAGEMENT:

The following practices are unhelpful as far as bullying is concerned, and should be avoided:

- Bullying, intimidating, threatening or humiliating behaviours of any kind towards children.
- Favouritism of any kind.
- Using derogatory / insulting / hurtful names or comments when handling children.
- Over-emphasising achievement (rather than personal development).
- Having marks for work read out publicly (either by pupils or by teacher).
- Allowing children to constantly "choose" teams, groups, etc.
- Using or allowing disparaging comments re any racial/social group: condoning prejudice.

f) **RAISING THE AWARENESS OF BULLYING**

The following practices have been put in place to raise the awareness of bullying:

- The introduction of a Listening Buddy in addition to the Anti-Bullying Officer.
- Regular assemblies discussing bullying.
- Visiting speakers eg. from NCPCC.
- Adoption of bullying-related charities by individual houses.
- Leaflets available for parents and children on bullying.
- Circle time.
- PHSCE lessons.

7. **ANTI-BULLYING OFFICER/LISTENING BUDDY**

- Finton House Anti-Bullying Officers Emma Bransby.
- KS1/KS2 Listening Buddy is Susannah Moore.
- EYFS Listening Buddy is Sarah Cooper.

Responsibilities of Anti-Bullying Officer/Listening Buddy:

- * To maintain own awareness in this area, by means of training courses, literature etc.
- * To make themselves available to the children at all times.
- * To promote awareness, prevention training etc within the school.
- * To maintain resources as needed and to ensure availability / distribution.
- * To liaise with other members of staff regarding relevant components of the curriculum.

8. **Training**

Staff receive training and attend professional courses on how to prevent bullying. Advice is regularly shared with colleagues in staff meetings and year group meetings. Discussions in whole school meetings are invited from staff to talk about children and their welfare and how to manage and improve behaviour.

9. **Education**

Bullying is a highly sensitive and emotive issue. Advice and education is given to children in PSHCE lessons, assemblies, art projects, literature and informally throughout the school. Please refer to the PSHCE policy and schemes of work. There is a bank of resources available for use by teachers. These are differentiated for Upper School and Lower School use. Copies are stored in the Deputy Head's office. A pack is distributed annually to Class Teachers, including bookmarks, stickers, posters and certificates to promote positive behaviour and friendship.

10. **Behaviour Generally**

Please refer to the Discipline and Exclusion Policy for full details about Rewards and Sanctions. Whenever any member of staff deals with bullying they should follow the instructions contained therein. The Head may use a full range of sanctions to ensure that bullying stops (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying).

First Written - September 1996
Updated – Autumn 2001
Updated – Summer 2004
Updated Summer 2005
Updated June 2008
Updated April 2009
Updated September 2009
Updated March 2010
Updated Summer 2011