



## Sir Alexander Fleming Primary School and Nursery

# Anti-Bullying Policy, including policy related to racism

Reviewed October 2020  
Next Review September 2021

### Anti-Bullying Practices

Bullying is a serious form of unacceptable behaviour. Our values and behaviour system reminds children to tell an adult if they suffer from or witness any form of bullying, either physical or verbal, or if they feel threatened in any way. All reported instances are treated seriously, and time is given to finding the cause. In addition to the sanctions mentioned above, parents are invited to visit school to discuss the plans with the teacher in the first instance and then the Head teacher. Teachers work hard to ensure that disagreements are resolved and that both sides are seen to have their opinions aired. All instances of bullying are recorded on our online recording system (CPOMS). Sometimes the term 'bullying' is used for one-off, minor disputes and we therefore invest time into educating the children and parents in what the term means.

### Definitions of Bullying:

#### WHAT IS BULLYING?

*Building on the definition given by*

<https://www.gov.uk/bullying-atschool/bullying-a-definition>

*There is no legal definition of bullying.*

*However, it's usually defined as behaviour that is:*

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

*It takes many forms and can include:*

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

*All bullying can make an individual feel threatened, humiliated and unsafe.*

At Sir Alexander Fleming we inform all children, including those with Special Educational Needs (SEN) about bullying and how we deal with it. As seen in our SEN report, we currently have pupils in each of the four categories of SEN as outlined in the Code of practice (2015). We ensure we use a range of anti-bullying strategies to support all children regardless of need. Initiatives such as having Anti-bullying Ambassadors from each class, the use of 'Monty the Monkey' and having pastoral teams working throughout break and lunchtime, are just some of the ways we support more vulnerable children.

The Sir Alexander Fleming team define bullying as '**repeated and intentionally harmful physical, emotional or verbal abuse irrespective of children's culture, ethnic, social and religious background, physical or learning abilities, sexual orientation and family background**'.

Children (through our bullying survey) tell us that bullying constitutes:

- Spreading rumours (repeatedly)
- Punching and physical violence (repeated)
- Being nasty to someone and getting others to be nasty too
- Calling names, swearing at someone and getting others to join in

The subject therefore forms part of our on-going Citizenship/SMSC/PSHE curriculum so that children understand what bullying is, can recognise it if it happens to them and know how to deal with it and gain support.

**All staff are aware of the possible signs that bullying may be taking place within school:**

*Graffiti insulting individuals or groups of children and young people*

*Underachievement*

*Frequent name-calling*

*Poor attendance*

*Child or young person appearing afraid*

*Child and young person not willing to approach adults to discuss problems*

*Social exclusion of certain children and young people*

*Some children and young people being by themselves at break times*

*Certain graffiti on school books*

*Work being torn and destroyed*

*Loss of school, sports equipment etc by certain children and young people*

*Sudden underachievement*

*Children or young person appearing upset*

**Our system for dealing with bullying is:**

1. Child / parent / friends report bullying to a member of the teaching team, or bullying is noted by a member of the team.

2. Children's views are listened to (parents may be involved) to ascertain the reasons for such behaviour.

3. Sanctions are considered / applied as appropriate.

4. An action plan / targets are agreed between the children involved. This could be via Report Cards or a Circle of Friends. Targets usually encourage children working / playing together in school.

5. Regular (in some cases hourly) checks are made on the well-being of relevant children and the behaviour progress towards targets of key child / children.

6. Parents / Carers are informed of progress (daily if needed)

7. Targets are regularly reviewed with staff, children and parents (both victims and perpetrators) until close monitoring is no longer considered essential. However, action plans and Individual Education Plans will be shared, as a matter of course, with parents/carers at all Parents' meetings. Discussions during these meetings will remain confidential unless safeguarding issues are raised and need to be referred on to appropriate agencies.

8. Either monitoring is withdrawn (successful resolution) or more serious sanctions (involvement of other agencies / exclusion) are considered. These agencies and support mechanisms are shared with parents.
9. The school's anti-bullying statement or charter is clearly displayed around the school along with helpline numbers and DCSF 'Don't Suffer in Silence' documentation.
10. Regular circle time, enabling children to talk about their feelings, their own and staffs' perception in terms of use of language/insinuation/interpretation and all other concerns in a safe environment and to enable them to share their concerns about bullying.
11. Poster campaigns around the school.
12. Developing playgrounds and introducing constructive play opportunities and supervising break times with an awareness of possible bullying.
13. Raising the self-esteem of children who have been bullied and teaching assertive techniques.
14. Providing a bully/worry box where a child or young person can leave a note of an incident of bullying, if they feel unable to tell someone directly.
15. Providing children and young people who are experiencing bullying with the opportunity to talk in private, to enable them to risk telling what is happening, without fear of reprisal.
16. Empowering the targets of bullying by allowing them to decide how they would like the incident to be dealt with.

Children tell us that they know they can get help by:

- E-mailing our Pastoral Team or the Head teacher
- Telling someone, i.e. a teacher or other adult in school, friend, someone at home
- Trying to ignore it, e.g. name calling...but getting help when they need it!
- Trying to sort out 'fallings out' with Circle of Friends or Playground Buddies
- Telling the bully to stop!
- Leaving a message for an adult in the Worry Box
- Sharing worries with Monty Monkey, writing a note, drawing a picture or emailing – [montythemonkey@taw.org.uk](mailto:montythemonkey@taw.org.uk)

### **Children's views**

Children who had attended other schools prior to SAF tell us that bullying was a problem at previous schools, but not here.

Children also tell us that that bullying is rare, not too serious (not physical) and well dealt with / 'sorted out' by the school team - 86% Pupil interviews Spring 2020.

This policy was reviewed with the teaching team Spring 2019. Children were also involved around activities such as identifying and reporting bullying (in assemblies and PSHE time, using the SMART Code as a prompt) and running a 'Friendship Week' to celebrate children's good relationships.

### **The role of Governors**

- Determine and keep under review a statement of principles that shapes the school's behaviour policies.
- Publish and keep under review a behaviour policy to include bullying policy.
- Proactively eliminate harassment related to disability (as well as reacting to bullying and harassment of disabled pupils, governors must act to prevent it.
- Be proactive in improving access to teaching and learning and increase participation of disabled learners, making changes to the physical environment which could prevent bullying.
- Consult the whole school community around policy and procedures

**BULLYING & RELATIONSHIP DISPUTES RECORD:**

During the last reporting period (September 2019 - July 2020), there have been 0 incidents of homophobic bullying reported.

**Racist Incidents:**

Racial abuse is not tolerated in any form or kind – a Racist incident folder contains all details should an incident occur.

Our aim is to work proactively with children, enabling them to learn about, celebrate and be tolerant of the views, faiths and cultures of others both in school and in the wider community through our Citizenship/PSHE and R.E. / Collective Worship programmes. We are proud of the work that we do, through our SMSC provision, to teach children how to become model British citizens. We teach all children how to behave in society, what our contribution to society is and how the laws of the country are made and affect us.

Nevertheless, racial incidents are taken seriously and all incidents are reported to the Head teacher and the LA and are followed up in terms of reviews with the victim and perpetrator. All incidents require the involvement of all children and their parents concerned. Action may require a range of strategies including establishing peer support, regular monitoring by the teaching team (Report Cards), supporting children to work together and if required sanctions (ultimately exclusion if necessary).

The Head teacher records details of any incidents, the actions taken and outcomes gained, to assess and monitor potential trends and identify any repeated or prolonged racist behaviour. A summary of records of incidents are passed to the LA and DfE annually.

**Racist incident log:**

Between the period September 2019 and January 2020 there has been 1 incident of racism, following which many actions were taken – all details are recorded in our incident log.

**Policy reviewed and shared with Governors:**

**September 2020**

**Next review:**

**September 2021**