



Sir Alexander Fleming Primary School and Nursery

Anti-Bullying Policy, including policy related to racism

Reviewed September 2023
Next Review September 2024

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.

WHAT IS BULLYING?

'Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.'

In order to be considered bullying, the behaviour must be aggressive, repeated and include:

- **An Imbalance of Power:** Children who bully use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, excluding someone from a group on purpose and

often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

Types of Bullying

There are three types of bullying:

- **Verbal bullying** is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- **Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumours about someone
 - Embarrassing someone in public
- **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures

Where and When Bullying Happens

Bullying can occur during or after school hours. While most reported bullying happens in the school building, a significant percentage also happens in places like on the playground or through many forms of social media, **Cyberbullying** (Snapchat, What's app, Messenger, Facebook)

All forms of bullying can make an individual feel threatened, humiliated and unsafe. At Sir Alexander Fleming we inform all children, including those with Special Educational Needs and Disabilities (SEND) about bullying and how we deal with it. As seen in our SEND report, we currently have pupils in each of the four categories of SEND 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 Playground Buddies from each class, a school council dedicated to making children aware and having pastoral teams working throughout break and lunchtime, are just some of the ways we support more vulnerable children.

Children (through our behaviour and safety pupil voice) 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:

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

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

Sanctions are considered / applied as appropriate.

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.

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.

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

Targets are regularly reviewed with staff, children and parents (both victims and perpetrators) until close monitoring is no longer considered essential. However, Individual Risk Assessments 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 the appropriate agencies.

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.

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.

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.

Poster campaigns around the school.

Developing playgrounds and introducing constructive play opportunities and supervising break times with an awareness of possible bullying.

Raising the self-esteem of children who have been bullied and teaching assertive techniques.

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.

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.

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:

- Talking to 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

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 including cyberbullying 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 2020 - July 2021), there has been 1 incident of 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 2020 and July 2021 there has been 0 incidences of racism.