

Frogwell Primary School

Safe and Happy – Supportive – Respectful – Aspirational - Inclusive

Anti Bullying Policy

Date of Policy: Term 1- 2025

Review Date: Term 1- 2026

Governor Responsibility: Full Governing Body

Governor Lead: Nigel Linacre

Nominated Lead Member of Staff: Imogen Woods

Status & Review Cycle: Statutory Annual

RATIONALE

We believe it is every child's right to feel secure and happy at school. Bullying of any kind is unacceptable at our school. However, we recognise that bullying behaviour could take place in every school at some time, and affects everyone directly or indirectly. It is everyone's responsibility to prevent bullying happening and to report it if it does happen.

Bullying is persistent action taken by one or more people with the deliberate intention of hurting another person, either physically or emotionally. Bullying can have a serious, long-term damaging impact on children and it is not tolerated or accepted at Frogwell Primary School. We put the child at the heart of everything we do and we aim for our school to be to a safe and secure environment where all can learn without anxiety or fear.

AIMS

This policy aims to:

- ensure there is a clear shared understanding of what bullying is
- ensure that all those associated with Frogwell and our community are aware of our opposition to bullying
- produce a consistent school response to any bullying incidents that may happen
- set out everyone's responsibilities to help us prevent and eradicate bullying in our school

WHAT IS BULLYING?

Bullying is persistent action taken by one or more people with the deliberate intention of hurting another person, either physically or emotionally. Bullying can take many forms and it can happen in person, online via social media apps, via mobile phone texts or other messaging systems, or through physical notes. Bullying does not just occur between children. We recognise that bullying can also be perpetrated by children on adults, by adults on children and by adults on other adults.

It is important to distinguish between bullying and rough play / arguments / misunderstandings. One-off or very occasional incidents of unkindness or physical hurting are not usually bullying. They are not acceptable and need to be reported and dealt with, but bullying is a repeated, targeted, deliberate and persistent pattern of behaviour.

The four main types of bullying are:

<u>Physical</u>	Persistent hitting, pushing, kicking, pinching, other violence and taking things.
<u>Verbal</u>	Name-calling, put-downs, sarcasm, racist or homophobic remarks, persistent teasing, threatening comments.

<u>Indirect</u>	Spreading malicious rumours, deliberately excluding someone from social groups.
<u>Cyber</u>	All areas of the internet, such as social media apps, email and internet chat room misuse. Mobile threats through text messaging and calls. Misuse of associated technology i.e. camera and video facilities.

This is not an exhaustive list of possible bullying behaviours.

At Frogwell, we have adopted the acronym **STOP** as a child friendly definition of 'bullying' to enable easy identification and we display this poster around the school.

HOW DOES THE SCHOOL WORK TO PREVENT BULLYING?

Our Anti-Bullying Strategy:

- We strive to create a school environment where children expect everyone to be safe and happy and where children's social, emotional and mental good health and wellbeing are highly valued and promoted. We aim to build a culture where kindness, caring, tolerance and empathy among people are valued and rewarded.
- We aim to make sure it is as easy as possible for children to report problems and concerns to adults. We have an open culture where all members of staff know that children's welfare and wellbeing is a shared responsibility and that listening to children's concerns is of paramount importance. Children can talk to any member of staff, not just their own teacher, if they have a worry.
- Every class has a 'Worry Box' (or stage-appropriate equivalent for Early Years and Resource Base) that can be used if children are concerned about anything that they do not yet feel able to talk about directly. This might be a problem they are experiencing directly themselves, or a broader issue they would like staff to be aware of.
- We include learning about bullying (including online and cyber-bullying), as a specific topic within our Personal, Social and Health Education curriculum (PSHE). This is supplemented with workshops and visits from external agencies such as Wiltshire Police.
- We work to raise all children's positive self-esteem, so that they have the confidence and social skills to resist bullying behaviour if they encounter it.
- We ensure that every child hears the anti-bullying message, together with information about what to do if they are bullied, regularly throughout the school year.
- We participate in the national Anti-Bullying Week each year and use this as a further opportunity for children to learn about bullying in different forms and how to tackle it.
- We use regular anonymous pupil surveys to help us gather children's views about friendship issues, bullying, wellbeing and the culture of support in the school. This

helps us identify any patterns or areas we need to address at whole school level or for particular age groups.

- We provide good quality supervision during breaks and lunchtime. This means that the supervising adults are actively scanning and patrolling the play areas and are alert to potential problems. Staff are aware of and regularly check 'hidden areas' in the layout of the school site (e.g. toilet areas, cloakrooms, areas behind bushes etc) that need to be particularly closely monitored or kept out of bounds so they do not become 'hotspots' for bullying behaviours or other undesirable behaviours. Supervising staff actively promote positive play among children to support a happy experience and are alert to those children who find less structured times more challenging.
- We provide safety and support for victims of bullying and their parents as appropriate to the circumstances. We work with children displaying bullying behaviour and their parents in seeking underlying causes for bullying behaviour, and in planning strategies to change that behaviour. This may include involving external agencies such as Family Keyworkers or Social Workers from the Local Authority.
- We treat reports of cyber-bullying involving members of the school community in the same fashion as any other report of bullying.

PROCEDURE TO BE FOLLOWED TO DEAL WITH BULLYING INCIDENTS

- Pupils should approach a member of school staff if they think they are being bullied. This might be through a direct verbal conversation or via a note in the class worry box if the child does not feel able to speak yet. Pupils may choose any staff member they feel comfortable to speak to; it does not need to be their own class teacher. If the pupil feels unable to report the problem in school but has done so at home, parents should provide support by discussing the situation with the class teacher in the first instance.
- The staff member receiving the report of bullying or suspected bullying will make a written record of the pupil's account of events. The child's report will be taken seriously and the Assistant Headteacher will be made aware of all reports of possible bullying.
- The staff member will then liaise with the most appropriate other staff to enable an investigation to take place.
- If, following investigation by the appropriate staff, bullying does appear to have taken place then appropriate action will be taken to progress the matter further. All cases of bullying will be reported to the Headteacher.
- If, following investigation by the appropriate staff, bullying does not appear to have taken place then action may still need to be taken to support the pupil's understanding of what bullying is, or to tackle specific behaviours that do not meet the definition of bullying but which are still unacceptable.
- Parents of all children involved will be kept informed as relevant and their support in dealing with the matter calmly and appropriately is expected at every stage. Parents of children who have been bullied will not necessarily be told about specific details

of how individual children who carried out the bullying have been followed up (e.g. if a counselling referral had been made), as it would not be appropriate for us to share such details.

- In some cases, children involved will meet with the class teacher, pastoral staff, Assistant Headteacher or Headteacher on a daily or weekly basis, as appropriate, and may also be asked to keep a diary of experiences in school. Children who feel at risk will be given various methods of support until the problem has been resolved.
- The most suitable follow-up actions for those who have bullied another person will be determined as appropriate in each case, but may include:
 - verbal follow up and use of strategies such as role-play to help develop understanding of their actions and impact
 - use of additional strategies or learning support to help the child / children understand their actions and make long term changes. This is likely to be particularly important where children have special educational needs that make it more difficult for them to comprehend their own behaviour and their impact on others.
 - loss of privileges and morning / lunchtime playtimes
 - missing out on school activities or non-curricular special events (e.g. school discos, parties etc)
 - making reparations or 'paying back' to the school community through practical activities if appropriate to the circumstances.
 - referral for additional pastoral support or counselling services
 - referral to Local Authority services such as Behaviour Support Service or Family Keyworker
 - in extreme circumstances where bullying behaviours are repeated without improvement after significant intervention, the school has the right to use fixed-term exclusion, although this would only ever be an action of last resort.
- Children who have been bullied will be supported by classroom and pastoral staff as appropriate to help them deal with what has happened and ensure their self-esteem and confidence is protected.
- Feedback from the bullied child and their parents on how things are going after a period of time will be sought to ensure the situation has resolved and to identify any further actions or support needed.
- Data relating to incidents of bullying will be reported to the Governing Board by the Headteacher regularly each year.

ROLES AND RESPONSIBILITIES

Children:

- Children are expected to reflect on the nature of bullying and its effects on other people as part of the PSHE curriculum and other events such as assemblies and Anti-Bullying Week.

- Children are encouraged to report bullying of themselves or others to an adult either in person or using the 'Worry Box'.
- Children are encouraged to take an appropriate part in the support given to victims, and in strategies to change the behaviour of children displaying bullying behaviour.
- Children are expected to get adult help if they feel someone else is being bullied or badly treated; they must not attempt to 'police' the situation themselves through physical means or retaliatory verbal or online comments.

Parents:

- Parents are expected to support the school's Anti-Bullying policy and cooperate with the procedures laid out as appropriate.
- Parents are encouraged to talk to their children about bullying and its effects on other people. They are encouraged to allow children to talk about problems and concerns freely.
- Parents are expected to report all allegations or incidents of bullying to the school in a calm, respectful and appropriate manner, arranging an appointment with the class teacher in the first instance.
- Parents are expected to help their children understand that they must get adult help if they feel someone else is being bullied or badly treated; parents should not advise children to 'police' the situation themselves through physical means or retaliatory verbal or online comments.
- If children experience online bullying out of school, parents should attempt to screenshot the offensive or upsetting comments etc so school can follow up as needed based on evidence.

All staff:

- All staff in any role are expected to take allegations of all forms of bullying seriously and not pass it off as 'banter' or 'a normal part of childhood'.
- All staff are expected to intervene to prevent incidents from taking place.
- All staff are expected to support and participate appropriately in the whole school anti-bullying strategy outlined above.
- All adults within the school are expected to set a good example by ensuring that their relationships with other adults and with children are based on respect, care and trust.
- If a staff member is chosen by a child as the 'trusted adult' to receive an allegation, they are expected to listen fully to the child and take their concerns seriously. It is expected that an accurate written record will be made of the child's report using our online system.
- Any staff member discussing an allegation of bullying with pupils or parents should respond calmly and reassuringly, telling them that their concerns will be taken seriously.
- In addition to making a written record, it is the responsibility of the staff member receiving a bullying report from a pupil to pass that information along to the child's

class teacher as soon as possible. The class teacher must then ensure the Assistant Headteacher is informed.

- Be particularly alert to pupils who have communication difficulties or who may for any other reason find it harder to articulate and express what is happening to them. Ensure there are appropriate means for these children to “tell someone” and be heard.

Staff supervising at morning and lunchtime playtimes (including MDSAs):

AS ‘ALL STAFF’ PLUS:

- Staff on duty at any breaktime are expected to provide good quality supervision.
- Staff must actively scan and patrol the play areas and be alert to potential problems. Quick intervention is essential if a problem is detected.
- Staff must be aware of and regularly check ‘hidden areas’ in the layout of the school site (e.g. toilet areas, cloakrooms, areas behind bushes etc) that need to be particularly closely monitored or kept out of bounds so they do not become ‘hotspots’ for bullying behaviours or other undesirable behaviours.
- All supervising staff must actively promote positive play among children to support a happy experience and be alert to those children who find less structured times more challenging.
- It is the responsibility of the breaktime staff member receiving a bullying report from a pupil to pass that information along to the child’s class teacher verbally as soon as possible.
- All staff who are involved in breaktime supervision must ensure any concerns about or allegations of bullying are recorded in writing using the online system in addition to the verbal report to the teacher.
- General behaviour incidents and how they were addressed by the breaktime staff must be reported to teaching staff promptly at the end of break / lunch so any necessary follow-up can be done.
- Be particularly alert to pupils who have communication difficulties or who may for any other reason find it harder to articulate and express what is happening to them. Ensure there are appropriate means for these children to “tell someone” and be heard.

Administration staff:

AS ‘ALL STAFF’ PLUS:

- Promptly fulfil any requests from class teachers, pastoral staff and SLT for data and information relating to attendance, lateness and illness patterns to support their work in monitoring patterns and issues that may be related to bullying issues.
- Direct any parent queries about bullying to the class teacher in the first instance and support the process for parents making appointments to speak to class teachers. This will enable the procedure for dealing with an allegation of bullying to be followed in a consistent manner throughout the school.

- Where parents wish to speak directly to a member of senior staff, admin staff should try to ascertain if the parent has already spoken to the class teacher or pastoral staff and if not, then they should be directed to that route first.

Class teachers:

AS 'ALL STAFF' PLUS:

- Plan and teach the curriculum for PSHE to include bullying and cyber-bullying issues, and exploit any incidental opportunities that arise for 'in the moment' teaching about these issues.
- Ensure regular class Circle Times address bullying issues, both preventatively and in response to incidents or problems.
- Prominently display and make regular reference to the school 'STOP' poster and message with the class and support all children to understand what bullying is (and is not) and how to report concerns.
- Ensure a classroom culture of openness and always take allegations of bullying seriously.
- Ensure there is a class 'Worry Box' that is always accessible and regularly checked by an appropriate adult. Ensure it is kept in an area where it can be used discreetly when needed, but where it cannot be tampered with.
- Ensure that issues arising from 'Worry Box' notes are addressed appropriately, either as whole-class teaching points, broader issues to be referred to senior staff or as specific issues requiring the implementation of the bullying allegation procedure.
- Hold regular 'check ins' to offer children opportunities to talk or share worries, especially for pupils we know to be vulnerable for any reason.
- Be particularly alert to pupils who have communication difficulties or who may for any other reason find it harder to articulate and express what is happening to them. Ensure there are appropriate means for these children to "tell someone" and be heard.
- Note changes in friendship groups and observe and address any negative impacts.
- Observe closely the socialisation of new pupils.
- Be careful of unintended outcomes when choosing groups or when partner work is involved.
- Note instances of behaviour or academic changes that might be connected to a potential bullying or friendship issue.
- Check on patterns of attendance, lateness and sickness for the children in the class that might be connected to a potential bullying or friendship issue. Liaise with the admin team to request information relating to attendance or lateness as needed and refer concerns or worrying patterns on to the pastoral lead or SLT.
- Report any allegations or concerns regarding bullying from children or parents using the online system.
- Alert the Assistant Headteacher to any concerns about or allegations of bullying so that an investigation can be supported. This includes following up on reports from MDSAs.
- Participate in any bullying investigations as needed.

- Keep accurate written records of any discussions with children or parents in the online system as any investigation progresses.
- Meet with pupils (both victims of bullying and those carrying out bullying behaviours) as needed to provide support, mediation, restoration, consequences and supervision.
- Discuss needs for further pastoral support or intervention with the relevant staff and monitor the impact of any intervention.
- Ensure there is clear communication with parents following an allegation of bullying and that parents and children have opportunities to let you know how things are going.
- Where there are problems that do not meet the definition of bullying but which are unacceptable or undesirable behaviours, ensure these are quickly and consistently addressed in line with the school Behaviour Policy.

Assistant Headteacher:

AS 'ALL STAFF' PLUS:

- Support class teachers and other staff to follow the procedure for addressing a bullying allegation.
- Take the lead in conducting the initial investigation following a bullying allegation from a pupil or parent, involving other staff members as appropriate to the individual case.
- Keep accurate written records of any discussions with children or parents in the online system as any investigation progresses.
- Meet with pupils (both victims of bullying and those carrying out bullying behaviours) as needed to provide support, mediation, restoration, consequences and supervision.
- Liaise with the parents of victims after a period of time has passed to ensure the situation has resolved and to identify any further actions or support needed.
- Inform the Headteacher of any incidents or investigations where bullying does seem to have occurred so the matter can be progressed further as needed.
- Where there are problems that do not meet the definition of bullying but which are unacceptable or undesirable behaviours, provide support and guidance to class teachers and support staff to ensure these are quickly and consistently addressed in line with the school Behaviour Policy.
- Monitor patterns and trends in behaviour and bullying reports (whether founded or not) to identify places, times, situations or pupil groups that may require further action or development. Report these findings to the Headteacher.

SENCo:

AS 'ALL STAFF' PLUS:

- Liaise with teachers, Assistant Headteacher, Headteacher and pastoral staff in cases where bullying-related issues are connected to the special educational needs or disabilities a pupil has.

- Support the process of referrals to external agencies where bullying-related issues require further specialist support.

Headteacher:

AS 'ALL STAFF' PLUS:

- It is the responsibility of the Headteacher to set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- Ensure that all children know what bullying is and that it is unacceptable behaviour in this school. The Headteacher will draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as a forum in which to discuss with other children why this behaviour was wrong and how it can be dealt with.
- It is the responsibility of the Headteacher to ensure that all staff (both teaching and non-teaching) are aware of the Anti-Bullying policy and know how to deal with any reported incidents of bullying.
- Ensures that all staff receive sufficient training to be equipped to deal with incidents of bullying.
- Support the Assistant Headteacher as needed to follow the procedure for investigating and addressing a bullying allegation.
- Take the lead in conducting further investigation following the Assistant Headteacher's initial investigation where it is thought bullying has taken place, involving other staff members as appropriate to the individual case.
- Keep accurate written records of any discussions with children or parents in the online system as any investigation progresses.
- Meet with pupils (both victims of bullying and those carrying out bullying behaviours) as needed to provide support, mediation, restoration, consequences and supervision.
- Liaise with the parents of victims after a period of time has passed to ensure the situation has resolved and to identify any further actions or support needed.
- Work with the Assistant Headteacher to identify appropriate actions following analysis of patterns and trends in places, times, situations or pupil groups.
- Report data relating to bullying incidents to the Board of Governors and report about the effectiveness of the Anti-Bullying policy as needed.

Governing Board:

- The Governing Board receives reports from the Headteacher about any incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.
- The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.