ANTI-BULLYING POLICY

Policy Monitoring, Evaluation and Review

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Date created:	November 2022
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Ratified by:	LAC
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Revision History:

Version	Date	Author	Summary of Changes:
1.0	November 2022	Jay Virk	Policy updated to this format
1.1	November 2022	Karla Hussey	Policy updates to add protective characteristics, signs and symptoms, strategies for preventing bullying, whistle blowing policy, Everyone's welcome appendix
1.2	September 2023	Liam Johnson	Policy updated to include further actions to respond to incidents of bullying.
1.3	September 2024	Liam Johnson	Policy updated to include further actions to respond to incidents of bullying.
1.4	September 2025	Alex Ashcroft	Policy Reviewed
1.5	September 2026	Alex Ashcroft	Policy Reviewed

Fosse Mead Primary Academy Anti-Bullying Policy

At Fosse Mead Primary Academy, we are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does happen, all pupils should be able to tell someone and know that incidents will be dealt with quickly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. No one deserves to be a victim of bullying and should be treated with respect. We believe that all children have the right to come to school without fear of being bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond quickly and effectively to issues of bullying.

Our Academy Values support the positive promotion of outstanding behaviour and link closely with the procedures enforced by this policy to maintain the high standards and ethos of the school. The policy is based on the school's vision of *'Together We Make a Positive Difference'.*

Objectives of this policy:

- To inform all stakeholders what bullying is,
- To inform academy councillors, teaching and non-teaching staff what the school's policy is on bullying and what to do when bullying is reported,
- To inform pupils and parents what the school's policy is on bullying and what they should do if bullying arises.

As a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

What is Bullying?

Bullying is the deliberate, targeted intention of causing repeated hurt, pain or distress to another person over a period of time and can take place in person or online. It is different from other types of aggressive behaviours, such as fighting, and is much more serious than a one-off incident. It is also different from falling out with friends, playing unkind jokes and pranks, and getting into arguments which are part of occasional friendship breakdowns and where normal social skills can rebuild the relationship.

We are a telling school and take incidents of bullying seriously.

We teach children the definition with STOP:

Several	**S**tart
Times	**T**elling
On	**O**ther

Bullying can be:

Type	Examples
Emotional	Being unfriendly, excluding, tormenting, manipulating, judgment,
Indirect	Controlling over friendship groups or through a 3rd party
Physical	Pushing, kicking, punching, pinching, biting, hitting
Discriminatory	Homophobic, racial, religious or disability taunts/gestures
Verbal	Name calling, teasing, threats, insults, spreading rumours
Material	Taking belongings without permission, damaging belongings, extortion
Sexual	Unwanted/inappropriate touch, images, up skirting, sexualised comments
Cyber	Any of the above through text, social media or online platforms. Sharing or taking unwanted images, creating fake social media accounts, slander online. (refer to the E-Safety Policy for information on safer internet use).

Signs and systems:

A child may show that he or she is being bullied. These signs and behaviours could indicate other problems (for example when new to the academy), but bullying should be considered as a possibility and should be investigated. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Doesn't want to go to school
- Becomes very quiet, worried or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or starts self-harming
- Runs away
- Cries to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do less well in schoolwork
- Comes home with clothes torn
- Has possessions go 'missing'
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or younger brothers or sisters
- Stops eating
- Is frightened to say what's wrong

What *you* should do if you are being bullied:

Stand tall, use eye contact and tell them to go away. Be assertive by using a loud voice

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Ignore them and walk away

↓

DON'T listen to what they say, DON'T get angry, DON'T react with violence

↓

TELL SOMEONE - report bullying incidents to any member of staff or a safe adult

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Keep telling if the bullying persists

What *we* will do if you are being bullied:

Investigate any allegation of bullying, talking to all children involved separately

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Provide support to the child being bullied – a 'special friend' and monitor the situation. All staff will be informed.

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If it is found to be 'Several Times On Purpose', we will call a meeting with the parent/s / carer/s of the child/ren showing these behaviours. We will make a written record of the bullying incident on CPOMs. We will create a plan with the parents and children to prevent this behaviour from reoccurring and educate the perpetrator as to how their behaviour is abusive.

Our recording of incidents of bullying:

All reported incidents of bullying are recorded on CPOMS (Child Protection Online Management System) where a precise account of who was involved and what happened is logged. CPOMS keyholders will be alerted.

The recording of incidents will include

- Who is the perpetrator
- Who is the victim
- The actions of the perpetrator
- The response of the teacher – sanctions/support
- Steps to be taken to help change behaviour
- Support for the victim
- Contact with parents
- Any actions taken by school

Strategies to prevent bullying:

A culture of telling:

Every child can raise any issues in classrooms with their teacher. All concerns of a child will aim to be addressed before the end of a school day. Children also participate in daily collective worship sessions where class issues can be brought up and addressed. These also provide an opportunity to encourage self-esteem and social skills. All complaints of bullying will be taken seriously, and an investigation will take place, first by the class teacher and then by a member of the senior leadership team.

Teaching staff are present every morning (8:40-9:00) and at the end of every school day to discuss any concerns. Senior staff are available to parents every morning between 8:40-9:00. If you wish to make an appointment to talk to a senior leader, contact reception.

Peer support systems

Every new starter at the academy will be assigned a 'buddy' who will take them on a tour of the school and play with them at break and lunch time until they have settled in and made their own friends.

Groups and clubs

Every break time, children can stay in and attend library club which is run by a teacher or teaching assistant in every year group. During this time, they can talk to the adult about any of their concerns or worries. In addition to this, we run lunch time games clubs for children who find it difficult to socialise on the playground or who would like to stay in. At the club, they play board games, cards or have a quiet space for reading and colouring. This is run by an adult in each key stage and offers pupils a safe space to hang out and an adult to talk to if they have any concerns.

Across the year, in Years 5 and 6, pupils will attend girls' and boys' club at lunchtime which is a social club that is an extension of the PSHE and RSE curriculum run by the senior leadership team. Within the club, the children discuss friendships, how to stay safe, proper and improper conduct and how to raise their own and other's self-esteem. They do this through discussions, circle time, craft activities, games and sports.

Anti-Bullying Week

We support the national Anti-Bullying Week initiative that aims to raise awareness of actions that can be taken against bullying throughout the year. Every child takes part in a range of anti-bullying-based activities in their class. Assemblies are run during this time and throughout the year to maintain awareness of the issue.

Primary Leadership Team

Every year, pupils are selected from each class in Years 2-6 to form the pupil leadership team who take responsibility for pupil voice across the school. One of their primary aims is to raise awareness for anti-bullying and promote the use of STOP. They have made a video for all stakeholders which is on our social media accounts; and leaflets which can be shared with pupils and families.

Worry monsters

Every class has a worry monster which pupils know they can share their worries with. Staff check them every day and deal with any concerns. Where the worries are anonymous, work will be done with the whole class to address the issues raised.

Curriculum

At Fosse Mead, we follow the PSHE Association curriculum. Within these lessons, pupils learn ways of dealing with bullying or what to do if you have witnessed an incident of bullying. Staff are aware of the sensitive nature of these sessions and establish an approachability that allows children opportunities to talk outside a whole class setting if appropriate or necessary.

Every day, we have Collective Worship which follows a weekly theme. All the themes promote tolerance, respect, teamwork and individuality. Within the lessons, pupils have chance to share their views and opinions and hear the views of others. This is a time for sharing and accepting that we are all different.

We have a comprehensive, contextual safeguarding curriculum for our pupils which is proactive and responsive to the needs of our pupils. It tackles knife crime, child sexual exploitation, child criminal exploitation, gangs, puberty, county lines, sexual harassment, harmful sexual behaviour and domestic violence and is supported by the police, the Standing Ovation Project, Developing Dignity and NHS workers.

Character Education

We are a school that promotes character, including the character traits that actively promote friendship and unity. We explicitly teach and promote kindness, courage, curiosity, resilience, responsibility and enthusiasm.

Equality Act 2010

At Fosse Mead Primary Academy, we regularly discuss and support all aspects of the Equality Act (2010). Discussions take place both through assemblies and our curriculum, at an age-appropriate level, to help our children build a growing awareness of the principles and impact of the Equality Act (2010).

Children are encouraged to recognise how our similarities and differences unite us and enrich the local, national, and global communities that we belong to.

As a community, we are working together to build a culture where prejudice and hatred is not accepted. Therefore, bullying that is homophobic, transphobic, racist, targeted at faith, sexist or disablist will not be tolerated and will be treated seriously.

At Fosse Mead, we teach that everyone is welcome through our No Outsiders Inclusive Education Programme which aims to empower children, promote community cohesion and prepare pupils for life in modern Britain. You can see the full scheme of books and learning intentions in Appendix 1.

Our response to incidents of bullying

CPOMS evidences our response to incidents of bullying. These records and the details of children and events are discussed with other staff, as appropriate, with the SENCO and other senior leaders as necessary. The appropriate actions and follow-up is checked and evaluated and next steps are agreed jointly. Teachers may put in place additional support in class if they feel it is required to help the child.

At Fosse Mead Primary Academy, we believe everyone has the right to be treated with respect, and no one deserves to be a victim of bullying. We will listen and respond immediately and with action when a bullying incident occurs. Pupils who bully will be taught to change their behaviour. We are committed to establishing an environment in our school where there are predominantly positive behaviours.

We take seriously our statutory obligation as a school to tackle bullying. (Education and Inspections Act 2006 section 89)

How we support victims of bullying

- The child who has been bullied needs time and attention from a caring adult
- The adult needs to listen, to comfort or calm the child, deal with any physical injuries and instil in the child a knowledge that they are going to act upon the information given
- Often the incident cannot be sorted in a moment and the victim needs assurance that the resulting action for the perpetrator will stop a repetition of the bullying and that they feel safe from a backlash for the future
- The victim needs to be commended for reporting the incident so that they always have the confidence to return should there be a recurrence
- The child needs on-going checks that all is well and that they feel happy and safe at school once more
- The parents/carers will be kept informed so that they can help their child and the school can support the family

Fosse Mead Primary Academy promotes high achievement and learning for life and seeks to enable all children to become independent, self-motivated and caring citizens. Where a child is failing in this goal by bullying others, it is our aim to **help**.

How we help perpetrators to change behaviour

- As we do not tolerate bullying, the immediate response is to communicate that the actions are wrong
- If there is an admission of bullying then the adult can work with the child to take responsibility for their actions, apologise and work out a positive follow up with the victim. It is useful to help the child see the others' point of view, "How would you feel if?"
- If there is defiance about the bullying or the perpetrator is unwilling to co-operate in dialogue, there cannot be an immediate resolving of behaviour. The system of sanctions and rewards for follow-up behaviour will be used

- If there is a repetition of bullying behaviour, the disciplinary sanctions will be increased and reward targets set. There will be constant monitoring of behaviour so that the bullying does not continue unchecked
- At some point, there must be a genuine apology directly to their victim

**Remember a child who is a bully may well be being bullied.*

Sanctions and Rewards for the perpetrators of bullying

We have an individual long-term programme of varied sanctions and rewards to understand the anti-social behaviour and support the child and their family as we seek to change this behaviour. The disciplinary measures will consider the needs of these vulnerable children and their families, as well as the severity of the bullying. The principal will make these decisions and may vary the school's response according to an individual situation.

Sanctions

- Withdrawal of privileges especially playtime
- Restriction of friendships
- Parents informed
- Temporary exclusion
- Police informed if appropriate

Rewards

- Commendations for keeping the school rules
- Sticker charts or similar
- Class based rewards
- School based rewards/celebration Assembly

The responsible people for anti-bullying

The people in our school who lead on anti-bullying issues are the principal, SLT and the PSHE lead. Their responsibilities are:

- To be available daily for dialogue with teaching staff
- To be available to support the adult first dealing with the incident if it is not easily sorted
- To support the victim
- To talk to the perpetrator about their behaviour
- To ensure all follow through action is completed
- To oversee the CPOMS log
- To promote a positive school ethos so that instances of bullying are kept to a minimum

The governor responsible for anti-bullying is Emma Tuffey whose responsibility is to ensure the school is following the policy.

How we measure the effectiveness of this policy

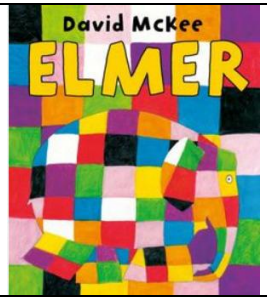
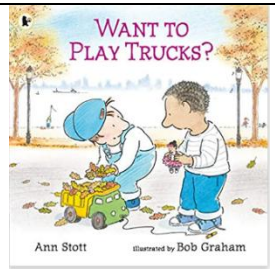
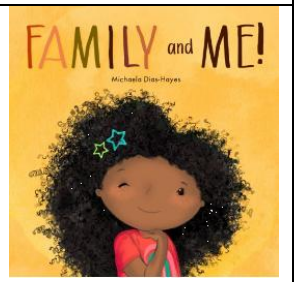
The effectiveness of anti-bullying at Fosse Mead Primary Academy can be measured by analysis of the CPOMS log. Over time, there should be a reduction in the overall number of incidents occurring and a reduction in the number of incidents committed by the same person. Any pattern becoming evident in the perpetrators or victims can then be addressed to ensure that there is commitment by everyone to the essence of this policy that bullying will not be tolerated. This is shared at termly principal's reports.

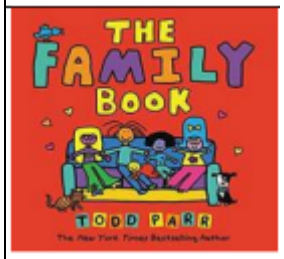
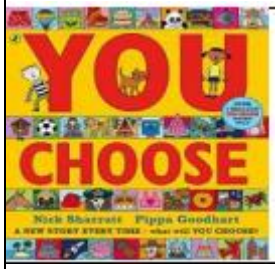
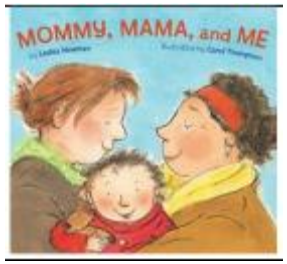
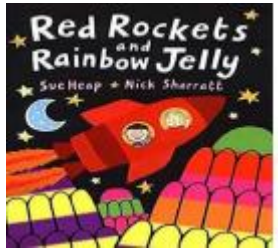
Whistle-blowing Policy

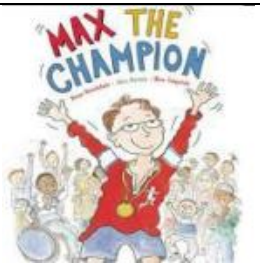
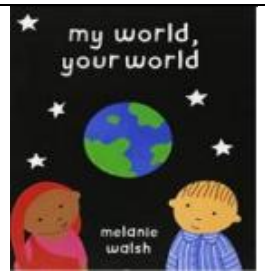
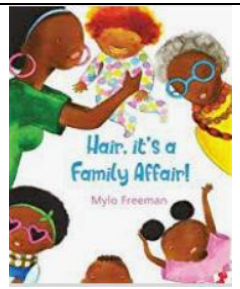
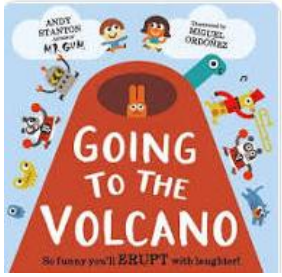
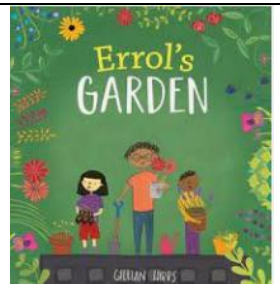
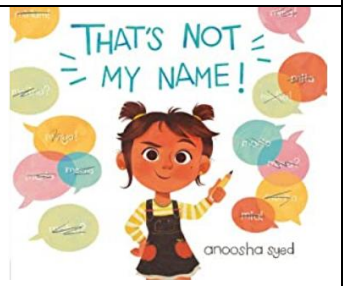
Every governor, teaching and non-teaching staff member has the responsibility to prevent bullying in the academy. If improper conduct is witnessed from any member of staff, including adult involvement in bullying, staff will make a disclosure about this conduct by following the Whistle-blowing Policy. Any urgent necessary action will be taken while an investigation is conducted.

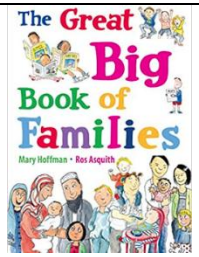
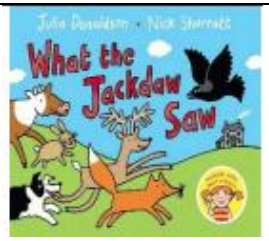
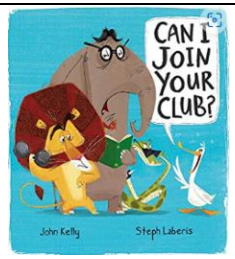
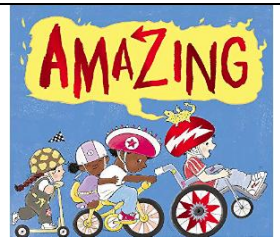
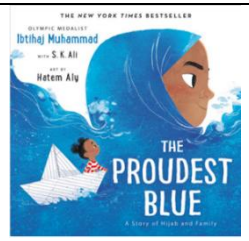
Review of Policy
This policy was reviewed - September 2023
It will be reviewed annually
Next review – September 2024

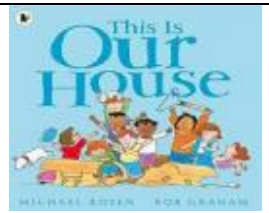
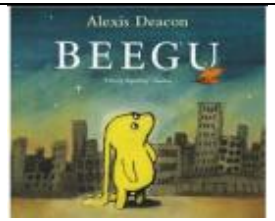
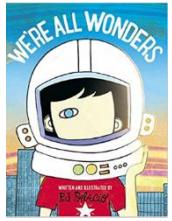
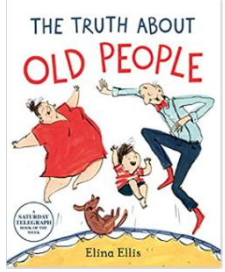
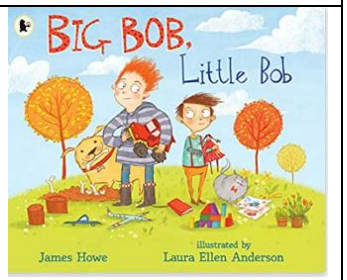
Appendix 1: Everyone's Welcome: No Outsiders Scheme

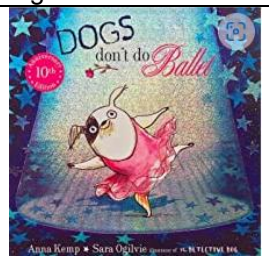
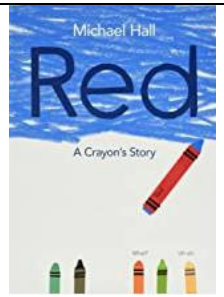
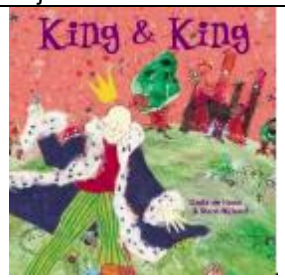
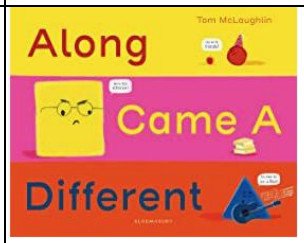
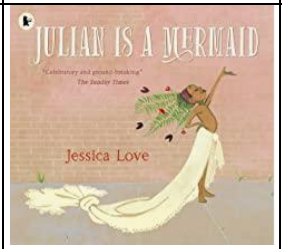
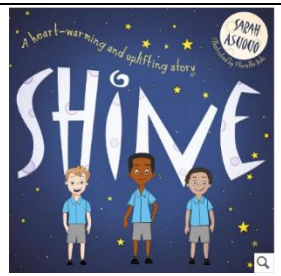
F1	1	2	3
Book Title	**Elmer** by David McKee	**Want to Play Trucks?** by Ann Scott and Bob Graham	**Family and Me!** by Michaela Dias- Hayes
			
Theme	Being yourself	Friendship	Families
Learning Intention	To like who you are	To find ways to play together	To know what makes me, me

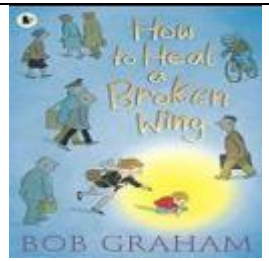
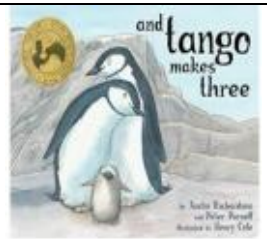
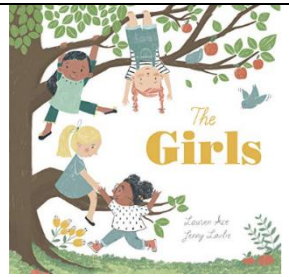
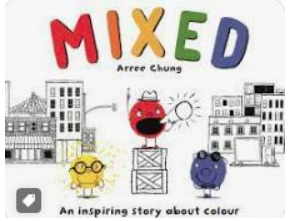
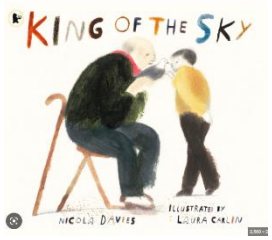
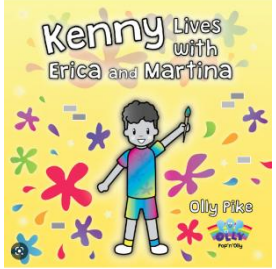
F2	1	2	3	4	5	6
Book Title	**The Family Book** by Todd Parr	**You Choose** by Nick Sharratt & Pippa Goodheart	**Mommy, Mamma and Me** by Leslea Newman and Carol Thompson	**Blue Chameleon** by Emily Gravett	**Red Rockets and Rainbow Jelly** by Sue Heap and Nick Sharratt	**Hello Hello** by Brendan Wenzel
						
Theme	All families are different	Being yourself	All families are different	Racism	Accepting difference	Friendship
Learning Intention	To understand that all families are different	To say what I like	To celebrate my family	To make friends and accept differences	To know it is okay to like different things	To know how to make friends with different people

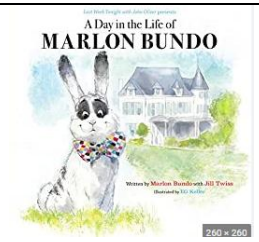
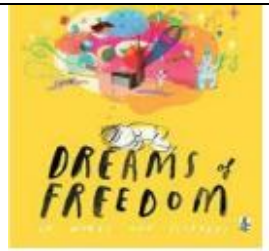
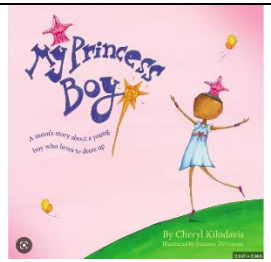
Year 1	1	2	3	4	5	6
Book Title	**Max the Champion** by S. Stockdale	**My World, your World** by Melanie Walsh	**Hair, it's a Family Affair** by Mylo Freeman	**Going to the Volcano** by Andy Stanton	**Errol's Garden** by Gillian Hibbs	**That's Not My Name!** by Anoosha Syed
						
Theme	Disability	Race	Being yourself	Community	Choosing to help	Courage
Learning Intention	To understand that our bodies work in different ways	To understand that we share the world with different people	To be proud of who you are	To make a difference by joining in	To know how to work together	To stand up for yourself

Year 2	1	2	3	4	5	6
Book Title	**The Great Big Book of Families** by Mary Hoffman	**What the Jackdaw Saw** by Julia Donaldson and Nick Sharratt	**Can I Join Your Club** by John Kelly	**How to be a lion** by Ed Vere	**Amazing** by Steve Anthony	**The Proudest Blue** by Ibtihaj Muhammad
						
Theme	All families are different	Disability	Community	Being yourself	Friendship	Race
Learning Intention	To understand what diversity is	To communicate in different ways	To welcome different people	To have self-confidence	To think about what makes a good friend	To be proud of who you are

Year 3	1	2	3	4	5	6
Book Title	**This is Our House** by Michael Rosen	**Beegu** by Alexia Deacon	**The Hueys in The New Jumper** by Oliver Jeffers	**We're All Wonders** by R J Palacio	**The Truth About Old People** by Elina Ellis	**All Are Welcome** by Alexandra Penfold and Suzanne Kaufman
						
Theme	Bullying	Bullying	Being yourself	Disability	Discrimination	Gender stereotypes
Learning Intention	To understand what discrimination means	To be welcoming	To express individuality	To understand what a bystander is	To recognise a stereotype	To accept that people like different things

Year 4	1	2	3	4	5	6
Book Title	**Dogs Don't Do Ballet** by Anna Kemp and Sara Ogilvie	**Red a Crayon's Story** by Michael Hall	**King and King** by Linda De Haan and Stern Nijland	**Along Came a Different** by Tom McLaughlin	**Julian is a Mermaid** by Jessica Love	**Shine** by Sarah Asuquo
						
Theme	Self – confidence	Being yourself	Relationships	Discrimination	Individuality	Bullying
Learning Intention	To choose when to be assertive	To be proud of who I am	To understand why people choose to get married	To help someone accept difference	To show acceptance	To recognise how difference make us special

Year 5	1	2	3	4	5	6
Book Title	**How to Heal a Broken Wing** by Bob Graham	**And Tango Makes Three** by Justin Richardson and Peter Parnell	**The Girls** by Lauren Ace	**Mixed** by Arree Chung	**King of the Sky** by Nicola Davis	**Kenny Lives with Erica and Martina** by Olly Pike
						
Theme	Being kind	Equality	Friendship	Racism	Immigration	Discrimination
Learning Intention	To recognise when someone needs help	To understand equality	To know what makes a good friend	To know how to respond to racist behaviour	To understand immigration	To consider consequences

Year 6	1	2	3	4	5	6
Book Title	**The Only Way is Badger** by Stella Jones and Carmen Saldana	**Leaf** by Sandra Dieckmann	**The Island** by Armin Greder	**A Day in a Life of Marlon Bundo** by Marlon Bundo and Jill Twiss	**Dreams of Freedom** by Amnesty International	**My Princess Boy** by C. Kilodavis and S. DeSimone
						
Theme	Pupil voice	Celebrate difference	Racism	Human rights	Equality	Diversity
Learning Intention	To consider freedom of speech	To overcome fears about difference	To challenge the causes of racism	To consider democracy	To recognise my freedom	To show acceptance