Shinewater Primary School

Friendship and Anti-Bullying Policy

Approval Date	Policy Reviewer	Title	Chair of Governors
February 2023	Mrs J Rigby	Assistant Headteacher	J McCarthy-Penman

Frequency of Policy Review	Annually
Version	6

Friendship and Anti-Bullying Policy

1. Position and Values

This policy will ensure that the school provides an environment where every child can feel:

● safe

● healthy

● able to enjoy and achieve

● able to contribute to future economic well-being

● able to make a positive contribution.

To protect the rights of all children to have a safe and secure learning environment, Shinewater Primary School and Nursery will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn.

Peer-on-peer abuse is not tolerated at Shinewater Primary School (please see Child Protection and Safeguarding Policy). Peer-on-peer abuse includes, but is not limited to:

- ● Emotional harm
- ● On and offline bullying
- ● Teenage relationship abuse
- ● Physical and sexual abuse
- ● Sexual harassment and violence

The staff at Shinewater Primary School and Nursery will follow the anti bullying guidelines laid out in this policy. This will enable staff to:

● Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively;

● Keep all other children safe, happy and confident

2. Clarification of Terms

Definition of Bullying Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour. At Shinewater Primary School and Nursery, through 'JIGSAW' and promoting positive attitudes about ourselves and each other, we want children to become part of the shared values of friendship, trust and worth.

Bullying behaviour is defined as "The repetitive and/or intentional hurting of one person by another(s), where the relationship involves an imbalance of power." (Anti-bullying Alliance 2011). Essentially, it is someone who deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the school's Behaviour Policy. The policy will refer to 'the person bullying' and 'the person being bullied' rather than 'bully' and 'victim', both of which can be defined as negative labelling.

Some bullying is done because a child belongs to certain groups. This has been labelled 'prejudice based bullying', and includes discrimination based on:

- **Disability**
- **Religion** (religions, Islamophobia)
- **Gender**
- **Nationality, Ethnicity or Race** (Black & Minority Ethnic; Gypsy Traveller Romany; Nationalism)
- **Sexual Orientation** (transphobic, homophobic, biphobic)

Definition of Cyber-Bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber- bullying) can remain anonymous when threatening others online which encourages them to behave more aggressively than they might face-to-face.

Types of Bullying

Bullying can take many forms:

● **Physical** bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property).

● **Verbal** bullying (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm).

● **Indirect** bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection).

● **Cyber** bullying sending nasty phone calls, text messages or e-mails/chat rooms (ICT Acceptable Use Policy).

Types of cyber-Bullying:

Flaming: Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
Denigration: Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
Exclusion: Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
Outing: Sharing secrets about someone online including private information, pictures, and videos.
Trickery: Tricking someone into revealing personal information then sharing it with others.
Impersonation: Pretending to be someone else when sending or posting mean or false messages online.
Harassment: Repeatedly sending malicious messages to someone online.
Cyber-stalking: Continuously harassing and denigration including threats of physical harm.

Reasons for Bullying

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

The Effects of Bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

➔ depression and anxiety
➔ increased feelings of sadness, helplessness, decreased self-esteem and loneliness
➔ loss of interest in activities they used to enjoy
➔ unexplainable injuries
➔ lost or destroyed clothing, books, electronics, or jewellery
➔ frequent headaches or stomach aches, feeling sick or faking illness
➔ changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
➔ difficulty sleeping or frequent nightmares
➔ declining grades, loss of interest in schoolwork or not wanting to go to school
➔ sudden loss of friends or avoidance of social situations
➔ self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

3. Roles and Responsibilities

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Additionally, Shinewater Primary School and Nursery have developed this Friendship and Anti-Bullying Policy; a copy of which is available from the school office and on the school website for parents, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the Headteacher or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits and after school clubs, the school has direct responsibility to ensure children feel safe and secure.

The Role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from the school. The Governing Body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The Governing Body monitors incidents of bullying that do occur and reviews the effectiveness of this 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 the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a formal written complaint to the Headteacher. If still not satisfied, the complaint may be escalated to the Chair of Governors. The complaint will be dealt with in accordance with the Swale complaints policy which can be accessed from the school's website.

The Role of The Headteacher

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy and that they know how to identify and deal with incidents of bullying. The Headteacher will report to the governing body about the effectiveness of the Friendship and Anti Bullying Policy on request.

It is the Headteacher who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Headteacher will draw the attention of children to this fact at suitable moments. For example, the Headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher will set the school climate of mutual support and praise for success, 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.

The Role of The Staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's Friendship and Anti-Bullying Policy.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Ring fenced time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'person(s) bullying;' any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately.

If an allegation of bullying has been made against a pupil or bullying behaviour has been observed by a member of staff, they need to report this to the Headteacher or Mrs Rigby (Designated Safeguarding Lead and Pastoral Care Officer) using a Welfare Concern Form. It is reported on a Welfare Concern Form because there is often an association between bullying and safeguarding.

The Headteacher/Mrs Rigby will then investigate and collect all the relevant information, to inform an appropriate sanction if any. All cases are individual and various strategies will be employed by the Headteacher/Mrs Rigby to address the issue, taking children's needs into account.

Teachers and support staff will do all they can to support a child who is being bullied.

The Role of Parents/Carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately in a calm manner. If they are not satisfied with the action taken they should contact the Deputy Headteacher, Mrs Evason, Inclusion Manager, Miss Wilson or Assistant Headteacher, Mrs. Rigby. If they remain dissatisfied, they should informally speak to the Headteacher. If the matter remains unresolved, a formal written complaint should be made to the Headteacher. The school's Complaint Policy should be followed thereafter.

Parents/carers have a responsibility to support the school's Friendship and Anti-Bullying Policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the Home/School agreement.

The Role of Pupils

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught a number of strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

4. Cyber Bullying

Shinewater Primary School and Nursery has a separate policy related to e-safety addressing the use of mobile technology, social media, appropriate online activity, security, and access and monitoring procedures in place. The ICT Code of Conduct is explained and discussed with pupils in assemblies, PSHE classes and computing classes.

5. Reporting, Sanctions and Monitoring

How to Report Bullying

1. A Bullying Incident Form can be downloaded from this policy on the school website or collected from the school office.

2. All the relevant information must be completed on the form, which can then be submitted to the school office.

Alternatively, use the 'Stay Safe' button on the school's website to email your concerns.

3. The Headteacher has overall day-to-day responsibility for dealing with reported incidents and will investigate or delegate to a member of the Pastoral Team.

4. Alternatively any member of staff can be approached to report incidents of bullying, and they in turn will report to the Headteacher.

Procedures

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.

2. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.

3. The Headteacher or member of SLT in her absence must be informed immediately which will trigger entry into the school's Bullying Allegation Log. The alleged person being bullied, the person bullying and type of bullying will be recorded.

4. The Bullying Log will be viewed in relation to child protection records by the Headteacher, and the Designated Safeguarding Lead. This is to ensure that bullying behaviour which may be an indicator of safeguarding concerns addressed.

5. A formal investigation into the bullying allegation will take place. The Headteacher or member of the school's Pastoral Team will interview all concerned and will record the incident on the school's 'Bullying Incident Report Form.' Observations both in class and on the playground may also take place.

6. Teachers will be kept informed and asked to monitor the situation; reporting their findings.

7. Once the investigation is concluded, parents will be invited to meeting to discuss investigation outcomes. The Headteacher will discuss whether there is evidence to confirm it is a bullying incident.

If Bullying Is Not Confirmed

If the allegation of bullying is not confirmed, the incident will be recorded as 'resolved.' The Headteacher or Pastoral Team member will meet with the child on a regular basis to ensure no further intervention is required.

Should further allegations be made or the parent / child be dissatisfied with the outcome, the school will ask an external person form another Swale school in order to inform an objective second opinion.

If Bullying Is Confirmed

If the allegation of bullying is confirmed, the parent of the child that is bullying will be immediately informed. Bullying behaviour will be permanently recorded on the school's Information Management System.

1. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, fixed term and in the event of persistent bullying, permanent exclusion. Where appropriate the Headteacher may inform the police.

2. If deemed necessary, in-school support and intervention for the bully and person being bullied will be provided by a member of the school's Pastoral Team.

3. Should bullying behaviour continue despite in-school support and intervention, external intervention will be put in place.

4. Mediation between parents of the children will take place, should this be required.

There will be a termly audit and analysis of incident logs (including racist and homophobic) and interventions to continually improve practice.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred. As described above sanctions are applied in appropriate proportion to the event and it is expected that parents support the school in its decision.

In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Monitoring, Evaluation and Review

1. Governors, the Headteacher and relevant staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

2. The School Parliament will review the effectiveness of the policy annually and their views given to the Headteacher.

3. A pupil questionnaire will be given to a representative cross section of students every year. The resulting data will be considered in the annual policy review and reported to governors

4. A record of all such incidents will be kept both centrally and on students' files

5. The numbers of incidents will be reported to governors bi-termly or provided to them at any time on request

6. Bullying data will be analysed to reflect and re-design further strategies to improve procedures.

7. The Headteacher will monitor Bullying Logs in relation to child protection records, to determine if bullying is deemed a

safeguarding issue.

6. Strategies to Reduce Bullying

Shinewater Primary School and Nursery has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- ➔ the consistent promotion of the school's code of behaviour which requires all pupils to be kind underpinned by the school's value of mutual respect;
- ➔ the reinforcement of the clear message that violence has no place at Shinewater Primary.
- ➔ consultation with the 'Pupil and Parent Voice' on appropriate action;
- ➔ take part in initiatives such as Anti-Bullying Week;
- ➔ training for all members of staff on anti-bullying policy and strategy;
- ➔ the supervision by school staff of all play areas at lunch times and breaks;
- ➔ providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied;
- ➔ a clear policy of mobile phones not permitted to be in use during school hours;
- ➔ the celebration of all student's backgrounds and cultures through assemblies;
- ➔ the training of a cross section of students as anti-bullying ambassadors;
- ➔ assemblies and PHSE learning sessions discuss and explore bullying and friendship issues with the children;
- ➔ raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet);
- ➔ all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headteacher/Online safety lead/Designated Safeguard Lead. Action will be taken and recorded;
- ➔ effective recording systems;
- ➔ work with multi-agency teams including police and children's services as appropriate;
- ➔ contact the parents of both the child being bullied and the person bullying;
- ➔ challenge sexual content within verbal abuse especially challenging the word 'gay' and other homophobic or racist language.

7. Useful Websites

www.bullying.co.uk
www.anti-bullyingalliance.org.uk www.childline.org.uk
www.kidscape.org.uk
www.each.education
www.youngminds.org.uk
www.youngstonewall.org.uk
www.nspcc.org.uk www.stoptextbully.com
www.beyondbullying.com
www.childnet-int.org
www.cyberbullying.org
www.chatdanger.com
www.thinkuknow.co.uk

Bullying Incident Reporting Form

Please complete the form and hand it to Nicki Kaufman

Name:	
Date of Incident:	
Incident Form Written By:	

Where did it happen?

Who was involved?

What happened?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has were the same people involved?

What do you want to happen now?

Is there someone in school that you feel comfortable to talk to and to be supported by?

Person being bullied - Investigation Reporting Form

Name of Person being bullied:	
Date of Incident:	
Class:	
Report Written By:	

Where did it happen?

Who was involved?

What happened?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has were the same people involved?

What do you want to happen now?

Is there someone in school that you feel comfortable to talk to and to be supported by?

For Office Use Only:

D **Incident was bullying (all 3 amber warnings confirmed)**

D Hurt has been deliberately/knowingly caused (physically or emotionally)
D It is a repeated incident or experiences e.g. multiple incidents, cyberbullying or the involvement of a group
D Involves an imbalance of power:target feels s/he cannot defend her/himself, or
    • perpetrator/s exploiting their power (size, age, popularity, coolness, abusive
        language, labelling/namecalling, etc.)

D **Incident was not bullying on this occasion because it was**

D the first hurtful incident between these children
D teasing/banter between friends without intention to cause hurt (should not happen again) D falling out between friends after a quarrel, disagreement or misunderstanding
D conflict that got out of hand (should not happen again)
D a single act of telling a joke about someone
D expression of unpleasant thoughts or feelings regarding others
D not liking someone
D accidentally bumping into someone

D making other children play things a certain way
D isolated acts of harassment, aggressive behaviour, intimidation or meanness
D activities that all parties have consented to and enjoyed
        (check for subtle coercion) • got out of hand
            • parental concern

Other

If incident was bullying:

Type of Bullying Behaviour (tick relevant box (es) *

Physical e.g. Hitting, punching, finger jabbing, inappropriate touching, pinching, jostling, breaking or taking property		**Cyber-bullying** Sending nasty phone calls, text messages or emails/chat rooms.		
Verbal Name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm		**Indirect** Rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection)		
Other (specify):				

Circle Cyberbullying Type (if applicable):

Flaming On-line fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.	**Denigration** Putting mean online messages through email, instant messaging, chat rooms or websites set up to make fun of someone.	**Exclusion** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.	**Outing** Sharing secrets about someone including private information, pictures and videos.

Trickery	Impersonation	Harassment	Cyber Stalking
Tricking someone into revealing personal information then sharing it with others.	Pretending to be someone else when sending or posting mean or false messages online.	Repeatedly sending malicious messages to someone online.	Continuously harassing and denigration including threats of physical harm.

Where behaviour is regarded as identity-based bullying, discriminatory or prejudicial indicate the relevant category:

Disability / SEND Related	Religion	Gender	Nationality, Ethnicity or Race	Sexual Orientation Transphobic Homophobic Biphobic	Other

Actions To Be Taken

Sanctions

Arrangements for Communication with Parents

Notes:

Bullying Allegation and Incident Form

Bullying Allegation and Incident Form

Date Reported:	
Date of Incident:	
Reported To:	
Reported By:	

1. Name of pupil being bullied and class group

Name   **Class**

Is the child being bullied have any of the following vulnerabilities:

SEND	Pupil Premium	Ethnic Minority	EAL
LAC	Child Protection Reg.	Traveller Child	More Able
Other:			

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

Name   **Class**

Does the 'bully' have any of the following vulnerabilities:

SEND	Pupil Premium	Ethnic Minority	EAL
LAC	Child Protection Reg.	Traveller Child	More Able
Other:			

Name   **Class**

Does the 'bully' have any of the following vulnerabilities:

SEND	Pupil Premium	Ethnic Minority	EAL
LAC	Child Protection Reg.	Traveller Child	More Able
Other:			

Name_____**Class**_____

Does the 'bully' have any of the following vulnerabilities:

SEND	Pupil Premium	Ethnic Minority	EAL
LAC	Child Protection Reg.	Traveller Child	More Able
Other:			

Name_____**Class**_____

Does the 'bully' have any of the following vulnerabilities:

SEND	Pupil Premium	Ethnic Minority	EAL
LAC	Child Protection Reg.	Traveller Child	More Able
Other:			

3. Source of bullying concern/report (tick relevant box(es)*

Pupil concerned	
Other Pupil	

4. Location of incidents (tick relevant box(es))*

Playground	X
Classroom	

Parent	**X**		**Corridor**	
Teacher			**Toilets**	
Other			**Other**	

4. Type of Bullying Behaviour (tick relevant box(es) *

Physical e.g.hitting, punching, finger jabbing, inappropriate touching, pinching, jostling, breaking or taking property		**Cyber-bullying** Sending nasty phone calls, text messages or emails/chat rooms.	
Verbal Name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm		**Indirect** Rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection)	
Other (specify):			

Circle Cyberbullying Type (if applicable):

Flaming	Denigration	Exclusion	Outing
On-line fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.	Putting mean online messages through email, instant messaging, chat rooms or wbesites set up to make fun of someone.	Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.	Sharing secrets about someone including private information, pictures and videos.
Trickery	**Impersonation**	**Harassment**	**Cyber Stalking**
Tricking someone into revealing personal information then sharing it with others.	Pretending to be someone else when sending or posting mean or false messages online.	Repeatedly sending malicious messages to someone online.	Continuously harassing and denigration including threats of physical harm.

5. Where behaviour is regarded as identity-based bullying, discriminatory or prejudicial indicate the relevant category:

Disability / SEND Related	Religion	Gender	Nationality, Ethnicity or Race	Sexual Orientation Transphobic Homophobic Biphobic	Other

6. Brief Description of Bullying Behaviour (from source):

7. Frequency and Duration of Bullying Behaviour (tick as appropriate):

Reported after the first incident	
Two or three times	
Several times	
Persisting throughout the term	
Persisting for more than one term	

8.   Following Investigation (see allegation log) is it a confirmed case of bullying?

Yes ____

No   ____

¨ **Incident was bullying (all 3 amber warnings confirmed)**

¨ **Hurt has been deliberately/knowingly caused (physically or emotionally)**

¨ **It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group**

¨ **Involves an imbalance of power:**

§ **target feels s/he cannot defend her/himself, or**

§ **perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling, etc.)**

¨ **Incident was not bullying on this occasion because it was**

¨ **the first hurtful incident between these children**

¨ **teasing/banter between friends without intention to cause hurt (should not happen again)**

¨ falling out between friends after a quarrel, disagreement or misunderstanding

¨ conflict that got out of hand (should not happen again)

¨ a single act of telling a joke about someone

¨ expression of unpleasant thoughts or feelings regarding others

¨ not liking someone

¨ accidentally bumping into someone

¨ making other children play things a certain way

¨ isolated acts of harassment, aggressive behaviour, intimidation or meanness

¨ activities that all parties have consented to and enjoyed (check for subtle coercion)

§ got out of hand

§ parental concern

Other _____

9. **Details of actions taken (tick as appropriate):**

Checked for other known incidents involving the same pupils	
Individual discussion with those involved	
Group discussion with those involved	
Notified class teacher	
Notified parent(s) / carer(s) or relevant contact person	

Other Actions Taken:

Medical treatment	

Police involvement	
Report to Governors	
Support from Specific Staff	
Referral to Other Agencies:	
Sanction:	
Notes:	

Signed _____ (Relevant Teacher)   Date:

*Please see allegation log on server for detailed outcomes of investigation and parental response

Bullying Allegation Review

Date:	
Name of Reporter:	
Name of Child(ren) Involved:	
People Present:	

How has the situation developed:

What does the person who was affected by the situation say they are feeling now? Are they feeling safe and

satisfied with the action taken?

If so, how has it helped?

What is the attitude/view of the person(s) involved in the bullying behaviour?

PUPIL VOICE of person being bullied

Name:

Were you happy with the support provided? Y N

Did you feel you were fairly treated? Y N

Appendix 5: Frequently Asked Questions for Parents

How is a bullying concern reported at Shinewater Primary School and Nursery? . Use the 'Stay

Safe' button on the homepage of the school's website to email any concerns.

. Download a 'Bullying Incident Report Form' from the school website (Information section) or collect a copy from the school office. Complete this and hand it into the school office for the attention of 'Mrs. Kaufman.' Alternatively email it to swp-office@swale.at

. Speak to your child's class teacher.

If speaking to your child's class teacher doesn't work please speak to Mrs Kaufman (Headteacher).

What happens once an alleged bullying concern has been reported?

- A written record is automatically started which remains on school file. The record includes the name of the child that has reported the incident and the name of the child the bullying allegation has been made against.
- The written record (or bullying allegation log) is kept in order to identify patterns involving the children listed (both the accused and accuser).
- When a child moves to a new school, the written records are still retained by Shinewater Primary School and Nursery but forwarded if there has been a confirmed case of bullying.

Next, Mrs. Kaufman, will speak to the child that has reported their concerns. A professional opinion will also be made about whether or not to speak to the alleged 'bully' or whether to observe from a distance over a sustained period of time

Often, observations are not required to take place because after speaking to the children involved the matter is quickly resolved. The case is then recorded on the written record as 'closed' (although this log does remain permanent) and findings will be reported to the parent of the child that has made an allegation.

Although the case is closed, Mrs Kaufman Lead will continue to check in with the child(ren) on a regular basis to ensure no further intervention is required.

What is meant by 'observe from a distance over a sustained period of time?'

If Mrs Kaufman is unable to confidently determine whether or not bullying is taking place, then a formal investigation will occur. This means that the involved children will be observed at a distance; both in class and on the playground. Adults that work with the children will also be interviewed in order to gather their views. Other children may also be questioned.

Do the children know they are being observed or an investigation is taking place? . No.

How long does a formal investigation (and observations) last?

It depends on each individual case and will continue until Mrs Kaufman is 100% certain whether it is bullying or not. It usually lasts no more than two weeks. In rare circumstances it can take months.

Why does a formal investigation have to take place and why for so long?

A bullying allegation is **extremely serious** and has considerable repercussions. The term 'bullying' should therefore not be used loosely. Accusations confirmed or not, are permanently recorded on a child's school file.

If bullying is confirmed, the child will be sanctioned and it can also ultimately result in permanent exclusion from Shinewater Primary School and Nursery. The school therefore has to be certain that it is indeed bullying and that reciprocal bullying is not taking place.

What happens if bullying is confirmed?

The parent of the person bullying will be immediately informed. Bullying behaviour will be permanently recorded on the child's records which are transferred to all new schools.

A range of sanctions will be used as appropriate, in proportion to the event. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, fixed term exclusion and in the event of persistent bullying, permanent exclusion. Where appropriate the Headteacher may inform the police.

What do I do if the school tells me that my child is bullying?

If you have been told that your child has been bullying another child, it is difficult for any parent to accept. Please trust that the school would have undertaken a comprehensive formal investigation which is a compilation of professional judgements, views and observations.

Try hard not to become defensive and automatically place blame on the child that made the allegation or

accuse them of being a bully too. An investigation would have already been undertaken which would confirm that this is not the case. Work with the school to support your child to understand that their actions are wrong so that they don't repeat this behaviour again. Support the school with the proposed sanction.

In extreme circumstances where a parent is unwilling to accept that their child has shown bullying behaviour, external intervention will be called upon to support both the parent and child.

What support is provided to prevent it from happening again?

In-school support and intervention for the bully and victim will be provided by members of the school's Pastoral Team.

Should bullying behaviour continue despite in-school support and intervention, external intervention will be put in place from the East Sussex Behaviour and Attendance Service.

Mediation between parents of the children will also take place, should this be required.

Who monitors bullying allegations?

The Headteacher is responsible for keeping the written records up-to-date.

Governors, Headteacher and relevant staff review the policy every two years to assess its implementation and effectiveness.

The Headteacher produces a report to governors annually, analysing bullying incident reports.

What is the school doing to help children who have persistent friendship problems?

. Class teachers know the children in their class extremely well and are therefore quick to anticipate any friendship problems. These are therefore dealt with on an informal and ongoing basis. The class teacher will only notify parents if problems persist.

. The school uses a PSHE Scheme of work which supports all children to develop social skills and emotional resilience.

. The school has clear expectations for behaviour and robust policies in place.

. All children know and follow our school's core values of: Mutual Respect, Positivity, Appreciation, Aspiration and Forgiveness

The school is a THRIVE accredited school so is able to identify and appropriately support children who display bullying tendencies through intervention.

. The school has its own Pastoral Team and staff are highly trained in their key areas: Anti Bullying, THRIVE,Social Skills, Mindfulness, Anxiety, Friendship Problems.

. Interventions are put in place for children who have less developed social skills. • Interventions are put in

place for children who have less resilience.

I believe my child is being bullied. Should I take matters into my own hands and approach that child's parent?

. No. This can make matters far worse as parents become very emotive. Please report any concerns to the school and trust us that we have the correct procedures in place.

. The school has a growing Pastoral Team who are highly trained and skilled in their specific areas.

. The school will not necessarily be able to resolve matters straight away, depending on the complexity of the situation, but are here to listen and willing to help. It will stop.

. Support the school in helping your child to develop resilience strategies so that they are successful if confronted with similar problems later in their schooling career or life.

. Where parents have taken matters into their own hands resulting in conflict, the school will not tolerate verbal / physical abuse in the playground. Support from the school's police liaison officer will be requested and external mediation may be offered.

What should I do if I have concerns about whether the school's Anti-Bullying Policy is being followed?

.The school has many policies in place which are rigorously adhered. If however, you are concerned that this is not the case then please informally contact Mrs.Kaufman, Headteacher.

. If you are still not satisfied, you should follow the school's Complaint Policy which can be located on the school's website and is available upon request.

My child is having problems with another child. What should I do?

. Listen to your child and try to give them strategies for how to deal with the other child (e.g. say to the other child, "Stop. I feel…when you…). Then decide whether you think it is a friendship problem or if it is indeed bullying.

.We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses by the school to friendship problems will be different to the strategies used to address bullying behaviour.

. Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental. In some cases, friends may fall out with each other more often. This is perfectly normal and part of growing up.

. Bullying is the REPEATED, INTENTIONAL and TARGETED hurting of one person by another(s).

if it is a friendship or bullying problem, speak to your child's class teacher in the first instance. If the problem persists, please speak to a member of the Senior Leadership Team.