

TURNERS HILL C of E PRIMARY SCHOOL



Friendship and Anti-Bullying Policy

This policy was adopted June 2019
Reviewed: June 2020, June 2022, May 2024, June 2026

The policy is to be reviewed by June 2028

Friendship and Anti-Bullying Policy

Our Aims

At Turners Hill CofE Primary School we take all forms of conflict, friendship problems, and bullying behaviour seriously.

Our aims are:

- To provide a safe and secure environment for all children in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the students.
- To ensure everyone is mutually valued and respected regardless of gender, race, age, beliefs and ability.
- To encourage children to adopt high standards of behaviour in order to develop a sense of self-discipline and to take responsibility for their own actions.
- To understand that forgiveness and reconciliation are important life skills.

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.

Bullying behaviour is defined as - **“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.**

Bullying can be physical, verbal or psychological.

It can happen face to face or through cyberspace” (Anti-bullying Alliance).

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, 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).
Linked to schools Acceptable Use Policy.

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled ‘prejudice based bullying’, and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of students with learning or other disabilities. (Linked to Equalities Policy)

Strategies for preventing bullying behaviour Whole school approach

- Issues surrounding friendships and bullying behaviour are taught through the learning for life elements of the curriculum (PSHE / SRE). Children are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict. Assemblies/Collective Worship are used to discuss bullying and raise children's awareness of what bullying looks like, and how they can respond, as well as the issues mentioned above.
- The Pupil Parliament provides a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
- The School Rules will be upheld at all times. All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.
- All classes have reward systems. Positive behaviour by children towards each other is rewarded on these.
- Celebration Assemblies recognise children who show thought for others through the use of 'Star Pupil' certificates.

Strategies for responding to bullying behaviour

Where bullying does occur this will be followed by an immediate and appropriate response, including the use of disciplinary sanctions where necessary.

Early identification is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff.
- Speaking to a parent/other adult who then may contact the school in any of the ways listed.
- Speaking to their Pupil Parliament rep.
- Posting a message in classroom boxes or leaving a message for teachers.
- Reporting to parents/carers, who pass on concerns to teachers.

When bullying is known to have happened or be ongoing

When any incident takes place between members of a class, the teacher will investigate the issue. Should bullying be suspected the class teacher will discuss the incident(s) with the child being bullied. It is important that they are listened to and believed.

The incident will then be discussed with the child engaging in bullying.

Information will be gathered from witnesses to explain what they saw.

The Headteacher/Deputy Headteacher will be informed.

Sanctions in line with the school's Behaviour Policy will be used where appropriate. These might include:

- Official warnings to cease offending.
- Parents/carers of those involved will be informed of any action taken.
- Records will be kept on students' files.
- Withdrawal of certain school privileges.
- Fixed-term exclusion.
- Permanent exclusion.

Where a child or group of children deny involvement in bullying behaviour the children concerned will be observed and monitored. The child being bullied may be asked to record and report any incidents which cause them concern.

This 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.

The role of parents/carers

Parents/carers who are concerned that their child might be bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school immediately. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website:

www.turnershillsschool.org.uk

Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school community.

Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

Complaints

The Governing Body has established a formal complaints procedure and this may be used by a parent/carer if necessary.

Child Friendly Version

Children will use the 'Anti-Bullying Charter' as an easily accessible summary of this policy- see Appendix A

Appendix A- Anti-Bullying Charter



TURNERS HILL C of E PRIMARY SCHOOL



Our Anti-Bullying Charter

The children of our school all believe in working towards an anti-bullying environment.
We all deserve to be safe and happy.

Our definition of bullying behaviour is:

***Bullying can be words or physical actions
that are deliberate and repeated over time
to make someone else feel uncomfortable
about themselves.***

Our advice is: **If you are bullied ...**

- Be firm and clear, strong and reasonable
- Get away from the situation
- Let someone know

Afterwards ...

- Tell a teacher
- Tell your family
- If you are scared, ask a friend for help
- Keep speaking up until someone listens
- Don't blame yourself

Be clear about ...

- What has happened
- How often it has happened
- Where it happened
- Was anyone else watching?
- What you have done about it already?

How do we stop bullying?

We will not let bullying behaviour carry on.
We will tell the bully to stop.
We will not let people be left out of a group deliberately.
We will tell a member of staff what is happening.
We will ask the bullied child to join our group.
We will ask the bully to join our game too.