

# Anti-Bullying Policy

The Policy was formally adopted by the Senior Leadership Team:  
01 January 2024

## **Why does this policy exist?**

At The Flitch Green Academy we operate a whole school approach to bullying. We recognise that bullying can happen, we recognise the hurt that bullying causes and as educators we seek to provide children with the tools to combat bullying and provide a plan to help bullies change their behaviour.

As an academy we recognise that bullying

- Can be carried out by a child or children who lack empathy
- Is not revenge
- Can be unseen by adults and if seen it can be a small part of a series of events
- If not handled well, can lead to children not telling adults

## **Who does this policy apply to?**

This policy is for pupils and staff.

## **Accountabilities**

### **Staff are responsible for:**

Implementing the policy at all times.

### **The Leadership Team is responsible for:**

Monitoring of staff implementation.

### **The Governing Body is responsible for:**

Updating the policy should procedure change.

## Our Policy

What is bullying?

“Bullying is deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another”.

Bullying can be:

- Emotional – this could include being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, spreading rumours.)
- Physical- this could include pushing, kicking, hitting, punching or any use of violence
- Racist – this could include racial taunts, graffiti, gestures
- Homophobic - because of, or focusing on, the issue of sexuality
- Verbal; this could include name-calling, sarcasm, spreading rumours, teasing
- Cyber: this includes bullying by using digital devices often through social media sites, eg, Instagram, Snapchat, Twitter or use of messages on mobile phones.
- Sexual - including peer on peer abuse (see Peer on Peer abuse policy). This could also include sexual language used towards another person or any sexual reference, which make someone else feel uncomfortable.

## **Anti-bullying Procedures**

### **Preventative Steps we follow to combat bullying**

- We will keep the issue of bullying as high profile
- We will address bullying as part of our curriculum
- We will have communication boxes in all classes
- We will have Incident forms where children can indicate if they feel this incident may reoccur
- We will hold assemblies where issues relating to bullying are regularly discussed
- We will run events such as friendship day and an Anti-bullying week
- We will regularly review our behaviour policy
- We will have specific strategies that we implement to help the targeted pupil and perpetrator
- We will update Individual Education Plans

## **Actions taken when an incident of bullying occurs:**

- Class teacher and a member of the leadership team are informed
- An incident form may be completed See appendix B
- Class teacher talks to the targeted pupil using 'Key Points for Facilitators' sheet A and fills in incident of bullying report form
- Targeted pupil's parents are informed
- Class teacher identifies members for a support group in liaison with pupil
- Member of leadership team and a teaching assistant convenes a support group meeting following 'Key Points for Facilitators' sheet B and C. Observing adult minutes contributions from group members
- Monitoring of group and targeted child following 'Key Points for Facilitators' sheet D. Follow-up meetings may be necessary
- If bullying continues meetings with parents/carers of all parties concerned are carried out.
- Actions taken are also in line with school behaviour policy.

## **Appendix A**

### **Support Group Approach to Anti-Bullying**

Key points for facilitators

#### **Talk with the targeted pupil – Key Points A**

Make sure any session with the target child is prefaced by saying 'Everything you say will be just between us unless it is something that I think will stop you being kept safe. If I think you may not be kept safe I will have to tell someone but I will let you know what I am going to do and when I am going to do it.'

Ask the target child 'Are you frightened that this is going to happen again?' If the answer is 'Yes' then the matter needs to be addressed immediately. It is important to be aware that the target child may still be at risk after the interview e.g. on the playground. Arrangements should be made to ensure safety e.g. using a pass card so they can come into the academy if required until the support group has been convened.

Get the pupil to write/draw/make up a poem about how they are feeling. There should be no names mentioned e.g. 'I feel really sad when someone calls me names'. This

can be done at home and brought in the next day if the pupil is safe for the rest of the day. Make sure no specifics are mentioned e.g. use 'says hurtful things about my mum' rather than 'calls my mum a pig'. Read back to the target child to ensure it includes what they want and their key feelings.

Do not include the target child in the group. Tell the pupil not to say anything about the fact that they have named people and it is to be dealt with in a problem-solving group. Leave it up to the adult to sort out. Explain that punishment of people who bully often makes them do it more because they are angry. The group approach is a way to try and make the bullying stop and gets peers to support the target child when adults are not around to help.

### **Convene a meeting and explain the problem to the group – Key points B**

The person running the group should be able to sustain the use of this strategy throughout the academy. It should be someone with time/credibility and with pupils/positive attitude/readily available. It should be someone who is not responsible for punishment/discipline.

Make sure the group is healthy i.e. lots of good role models. Can be achieved by asking target pupil to scale peers i.e. 10 = children who are always kind/ 1 = children who wind him/her up or do unkind things most of the time. Make sure there are several pupils who have been scored 7-10 in the group. If there are 2 or more children acting as perpetrators/colluders then it is important to split them into separate groups. Each groups can have 6-8 pupils.

Do not use a room/place that is associated with punishment e.g. Principals room.

Never do a support group at playtime or during a favourite lesson as this leads to resentment. A group should only take 10 minutes maximum.

When calling children out from class make sure names are jumbled so main perpetrators are not at the top of the list. Tell the group that they have been selected as good problem-solvers and help is needed to sort out a difficult problem for someone within the academy.

It may help to have a second adult in attendance who will act as scribe and fill in the record sheet.

Start group by saying 'I've called you together because somebody in the class has told me that there is a person who is very unhappy when they are at school. Does anyone know who that person might be?' (if other pupils are identified their names should be noted and their needs followed up later). State that no names should be used apart from the target child and that you do not want to know about anything that has happened in the past. Explain that the group is all about making changes for the future.

### **Share responsibility – Key points C**

Once ideas have been listed say that you now have a note of all their good ideas and you need an easy way to know if this is working for the target child. During the next few days if you see them around the academy they can either use a thumbs up if all OK, a thumbs sideways if not sure or a thumbs down if the target child is unhappy and they need to talk.

Remind the group that there may be other children in their class who feel the same and their good ideas could be used to help them too.

When finishing the group ask them ‘When does this start?’ – ‘NOW’

### **Monitoring and problem-solving – Key points D**

Ensure the targeted pupil is monitored daily initially.

Make sure that monitoring is carried out regularly over a period of time. Discretely check with all pupils involved at intervals during the monitoring period. Problem-solve with individuals if they have further concerns. In some cases a follow-up support group may be required.

**Record of Action Taken**

**Incident reported by:**

**Date:**

**Targeted pupil's name:**

**Year Group:**

**Feelings expressed by pupil:**

**Reported impact on pupil:**

**Shared with support group? YES / NO**

**Date of support group intervention:**

Names of pupils in Support Group	Ideas/Solutions generated	Yr Grp	Monitored by	Dates	

**Appendix B**

**Child View Incident Form** \_\_\_\_\_ **Date**.....

**Copy to class teacher**

**Copy to file**

**Name**.....

**Class**.....

**Others involved**.....

**What happened?**  
**You could write or draw**

**Are you worried it could happen again?    Yes**     **No**

**What do you think should happen next?**

**Response/Action by adult dealing with incident**

**Racist procedure**

**Anti bullying procedure**

**Letter home**

**Telephone contact**

**Signed**.....



**THE FLITCH GREEN ACADEMY**  
**INCIDENT OF BULLYING REPORT FORM**

<b>Name of targeted pupil:</b>	<b>Yr Group:</b>
<b>Date reported:</b>	
<b>Information provided by pupil (e.g. feelings/impact)</b>	
<b>Children involved (include colluder)</b>	
<b>Where did the incident take place? (Include date/time)</b>	
<b>Follow up:</b>	
<b>Support group approach (see monitoring form)</b>	
<b>Other:</b>	