



Fleet Primary School

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Anti-Bullying Policy

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Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14: You have the right to choose you own religion and beliefs.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Head Teacher: Don M^cGibbon

Chair of Governors Signature: Kim Issroff

Issue Date: January 2019

Review: January 2021

1. Rationale

As a UNICEF Rights Respecting school, at Fleet we believe that all children have the right to learn and develop in a secure, supportive and friendly environment. We believe that the whole school community, including families and carers, have a responsibility to ensure that children appreciate the culture and background of others and have respect for others and themselves. Bullying can spoil school life for children and prevent learning. It is a completely unacceptable form of behaviour from any member of the school community (children, staff or parents/carers) and it will not be tolerated at Fleet.

The existence of an anti-bullying policy should not be seen as an indication that bullying is rife in the school. No school should ever be complacent about this issue as even one incident of on-going bullying is one too many. We do not accept bullying as an inevitable part of school life and will confront and deal with bullying wherever it occurs, in order to ensure that the school is a happy and secure place for everyone. We aim to build confidence in the whole school community so that bullying is dealt with sensitively, efficiently and effectively.

2. What is bullying?

A clear distinction needs to be made between unkind behaviour and bullying. We do not tolerate unkind or cruel behaviour in our school but not all such behaviour is bullying. The key characteristics of bullying are:

- that it is repeated and goes on over time
- that it is deliberate and not accidental
- that it involves the person doing the bullying in having some sort of power over the person experiencing the bullying
- that it has an outcome that is painful or distressing

Bullying can be overt or, more often, extremely subtle and can take the form of:

- physical: pushing, kicking, hitting, pinching and any other forms of violence
- verbal: name-calling, sarcasm, spreading rumours, threats
- emotional: excluding, tormenting, threatening gestures, ridicule, humiliation
- discrimination: negative references to faith, race, gender, sexuality, physical disability, any special educational need or difference visual: looks, actions or subtle gestures Bullying can take place in many places – in the classroom, playground, on-line (refer to e-safety policy) and on the way to and from school.

Persistent bullying can result in:

- depression
- low self-esteem
- shyness
- poor academic achievement
- isolation.

3. What we do in response to bullying?

If a child or parent/carer tells adults in school about incidents of bullying, we will always listen and help. Children cannot learn if they do not feel safe in school.

Advice given to children:

- always tell someone
- talk to an adult you trust (a staff member, parent or other family member) and ask for help
- always tell someone if you see or know about someone else being bullied

Advice given to adults:

- Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs. Some signs that may point to a bullying problem are:
 - bruises
 - broken or missing possessions
 - becoming withdrawn – not talking, or spending more time alone
 - changes in eating habits
 - changes in behaviour – becoming aggressive at home
 - sleeping badly
 - complaining of headaches or stomach aches
 - wetting the bed
 - worrying about going to school
 - suddenly doing less well at school

But there could be other reasons for these signs, so try to avoid jumping to conclusions. Ask yourself the following questions:

- Is there anything else bothering my child?
- Have there been changes at home like a new baby, or divorce or separation?
- If you think your child is being bullied, inform the school immediately and ask for a meeting with your child's class teacher or a senior member of staff
- If you are aware of another child being bullied, contact the school. Do not approach the bully or their parents or carers
- Do not encourage your child to hit back
- Seek further information and guidance from agencies such as www.kidscape.org.uk, www.nspcc.org.uk or www.childline.org.uk

4. Procedures

- One-off incidents of unkind behaviour are dealt with by the class teacher in the first instance and, dependent on situation, a senior member of staff
- Repeated incidents of unkind behaviour and more serious incidents of bullying are reported to the Senior leadership team/Headteacher and are recorded
- When bullying is alleged, an investigation will be carried out and, depending on outcome, parents or carers of both the child who has been bullied and the child who has bullied may be informed by the headteacher or deputy headteacher
- Sanctions in line with the school Behaviour Policy will be applied to the child who has bullied
- The child who has bullied will be asked to reflect on their behaviour and the hurt they have caused and to apologise to the child they have bullied immediately after the bullying has been reported

- Parents or carers of the child who has bullied will be asked to attend a meeting with the headteacher to discuss their child's behaviour and to agree strategies for ensuring that the bullying does not occur again
- Parents or carers of the child who has been bullied will be invited to a meeting to discuss strategies for empowering their child
- In the case of persistent bullying further meetings will be arranged with parents or carers and possibly other professionals (e.g. Behaviour Support) and future steps will be agreed in line with this policy
- Stronger sanctions may be necessary in cases of severe and persistent bullying
- Incidents of bullying are dealt with by co-operating with the parents or carers of the victim and the bully. Both sides will be offered positive advice and support, which will reflect the specific circumstances of individual incidents

5. Confidentiality

When dealing with allegations of bullying, we will fully respect children's and families' right to privacy and confidentiality. We will take allegations seriously and fully investigate, applying any sanctions deemed necessary in line with this policy. However, any actions taken and investigations carried out will be between the school and the individual or individuals implicated in the allegation.

We cannot share any detail with other families on consequences/sanctions other than to assure you that investigations took place, where appropriate sanctions were applied and the incident has been dealt with.

6. Planning, Resources, Training

Issues concerning peer relationships are regularly covered in whole-school planning. Bullying is a theme which is regularly addressed through the school curriculum (PSHE), assemblies, in school council and through the Rights Respecting Focus of the school. In-service training relating to the issues surrounding bullying is provided for members of staff on an on-going basis. The school marks National Anti-Bullying Week each November through a range of whole school and class based activities including theatre groups and visiting speakers who sensitively address bullying issues. Children's experience and attitudes towards bullying are recorded through a survey with findings followed up for individual children, groups or classes during this week.

7. Procedures for policy monitoring and dissemination

Governors will use information and data provided by staff, families and pupils to review and update this policy annually.

All members of the school staff will be aware of the policy. It can be accessed by parents/carers through the school's website and paper copies will be available from the school office. We invite parents or carers to discuss the policy with their children and welcome feedback from all members of the school community. Senior staff will monitor this policy, identify progress and carry out any necessary follow-up.