

EARLS BARTON INFANT SCHOOL ANTI BULLYING POLICY

LAST REVIEWED: January 2015

REVIEW DATE: Spring 2017

Signature of Chair of Governors

At Earls Barton Infant School we aim for all children to have a happy, secure start to their education. This policy has direct links with the teaching of PSHE across the curriculum, core learning skills, safeguarding of all children, inclusion and equal opportunities. We take the eight protected characteristics of the Single Equalities Act seriously.

1 Definition of Bullying

1.1 Bullying is persistent action taken by a child, children, or adult with the deliberate intention of hurting another person, either physically or emotionally. Bullying is continued and repeated rather than a one off act of aggression. Children and adults may experience the following forms of bullying:

- racial/religious/cultural
- linked to SEN or disabilities
- appearance or health conditions
- related to home circumstances
- sexual orientation
- gender
- age
- gender reassignment

1.2 Bullying may occur through several types of anti-social behaviour. It may take any of the following forms:-

- Physical assault
- Social, as in exclusion from activities/discussions
- Verbal, as in name calling or making unacceptable personal comments
- Material, as in theft of, or damage to, possessions
- Bullying by phone/computer

2 Aims and Objectives

2.1 Any form of bullying is wrong and damaging. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to create a safe and secure environment in which all can develop without anxiety.

2.2 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to eradication of bullying in our school.

2.3 This policy aims to produce a consistent school response to any bullying incidents which may occur.

2.4 We create a culture that all incidents and allegations are seen to be taken seriously, investigated and, if necessary, acted upon.

3 The Role of the Curriculum

3.1 When children feel that they are important and valued within a friendly and welcoming school, bullying is far less likely to feature in their behaviour. Through social activities and collaboration, high self-esteem is encouraged and reinforced and through the PSHE focus and RE schemes of work and many other areas of the curriculum children learn about friendship, sharing and respect and consideration of others. Children are made aware that it is wrong to ignore any form of bullying or 'turn a blind eye' if they see it happening to others. The school fosters 'an ethos of care and consideration for others' both in the school and wider community.

3.2 In PSHE aspects of the curriculum children are encouraged to develop specific strategies which will protect them from being bullied. These may include:-

- having a wide circle of friends and staying within a group
- being assertive, confident and able to say 'no'
- talking to adults and friends about any experiences of bullying, whether relating to themselves or others
- how to intervene and support their peers
- identifying children who need individualised learning to improve social skills/self esteem
- all adults in school listening fairly to all accounts of incidents
- not tolerating any racist/sexist or homophobic language

3.3 Through core learning units children develop a growing understanding of emotions and feelings. This includes empathising and interpreting emotions and behaviours displayed by others. Children are also taught strategies to manage their own emotions including who to go to for support.

3.4 During lunchtimes and playtimes children are encouraged to be active. There is a wide variety of equipment available and lunchtime supervisors encourage the children to play together. This encourages appropriate social skills and interaction. A selection of Year 2 children take on the role of 'Playground Friends' to ensure that children who are feeling worried can talk to someone. The 'Friends' also take care of anyone sitting on the 'yellow

friends bench', this is where children sit if they are feeling lonely or upset for any reason. 'Playground Friends' are easily identifiable by wearing yellow baseball caps.

3.5 Our school is an inclusive school where children are encouraged to take care of one another. During their time with us children are given the confidence to discuss their concerns with the adults in school and are taught to empathise with and support others e.g. pupils with disabilities, special educational needs, non English speakers.

4 The Role of the Teacher

4.1 Teachers attempt to support all the children in their class and work hard to establish a climate of trust and respect for all. We praise, reward and celebrate the success of all children, thereby reducing the likelihood of bullying occurring.

4.2 Teachers in our school take all forms of bullying seriously and will actively intervene to prevent incidents taking place. We are familiar with the response to incidents detailed in paragraph 8 of this policy and follow this procedure as and when necessary. If a child is being bullied over a period of time, the teacher, after consultation with the headteacher, informs the child's parents.

5 The Role of the Headteacher

5.1 The headteacher sets the school climate of mutual support and praise for success, thereby making bullying less likely.

5.2 The headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in our school, drawing attention to this fact at suitable moments. For example, should an incident occur, the headteacher may decide to use an assembly as a forum in which to discuss with other children why this behaviour was wrong. Obviously confidentiality would always be observed.

5.3 It is the responsibility of the headteacher to implement the school's anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy at regular intervals or on request.

6 The role of the Governing Body

6.1 The Governing Body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it clear that the Governing Body does not allow bullying to take place in our school and that any incidents of bullying are taken very seriously and dealt with promptly and appropriately.

6.2 The Governing Body monitors any incidents of bullying and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep adequate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

6.3 Should a parent feel it necessary to involve the Governing Body directly, a response will be made promptly in accordance with the school's Complaints Policy.

The Role of Parents

7.1 Parents who are concerned that their child might be being bullied, or who may suspect that their child may be the perpetrator of bullying, should contact their child's classteacher immediately.

7.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.

8 Responding to Incidents of Bullying

8.1 Children are informed how to deal with incidents of bullying through PSHE, Circle Times, Protective Behaviours and assemblies. Children are taught that 'nothing is so awful that we can't talk about it' and are encouraged to discuss their anxieties/worries with their class teacher, teaching assistant and/or lunchtime supervisor. When, as adults, we become aware of bullying taking place, we deal with the issues immediately. This involves the following:

- immediately informing/involving the parents of both the victim and the perpetrator
- counselling and support for the victim, assuring him/her that the bullying is taken seriously and stating what action will now be taken
- putting in place a personal plan of action for the victim to follow should further problems occur
- talking with the child who has bullied, explaining why his/her behaviour was wrong and endeavouring to help the child change future behaviour
- monitoring the on-going situation and making all staff aware of the incident for this purpose
- speaking regularly with the victim to confirm that the bullying has stopped
- if necessary, consider fixed term exclusion or behaviour plan for the perpetrator

8.2 A written record is kept of all incidents of bullying and this is filed in the headteacher's office. The headteacher is responsible for recording and analysing all incidents of bullying. This information is made available to staff as and when the need arises e.g. if any particular patterns in bullying are noticed.

8.3 If a child is repeatedly involved in bullying other children, the Inclusion Manager is specifically informed and the matter is referred to the headteacher. If necessary, we invite the child's parents into school to discuss the situation. In more extreme cases, for example where these discussions have proved ineffectual, the headteacher may contact external support agencies such as the Children and Young People's Service.

8.4 The school periodically carries out a 'school health check' and this provides the opportunity for parents to comment on any behaviour/anti-social issues. The School Council meets regularly and this provides a platform for children to comment on the wellbeing of the school. Staff and governors are made aware of any issues requiring attention through staff/governors meetings.

9 The Bullying of Adults

9.1 It should not be assumed that bullying is perpetrated exclusively by and on children. Adults also have the right to feel safe in the workplace.

9.2 Should an adult feel threatened, he/she should approach any member of the Senior Management Team for help and guidance. Evidence should then be logged on an incident form which is signed by the complainant and the support person. This form is retained by the complainant. If the matter remains unresolved, advice may be sought from the Governing Body or their union representative.

9.3 Where the victim is a parent, they should raise the issue with the headteacher who will assess the situation and take the most appropriate course of action. The victim can also follow the school's complaints procedure.

10 Monitoring and Review

10.1 This policy is monitored on-a-day to day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

10.2 The anti-bullying policy is the governors' responsibility. The headteacher informs governors of any bullying incidents through a termly report to governors. Governors should analyse information with regard to the eight protected characteristics.