



Anti-Bullying Policy

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SIGNED:	ROLE: CHAIR OF GOVERNORS
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This Policy provides guidelines to minimise the risk of bullying by raising awareness and providing strategies for prevention, as well as dealing with any incidents of bullying should they arise.

Definition of Bullying

Bullying is defined as “behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally “ (DfE definition). It can be inflicted on a child by another child or an adult. It can take many forms but the three main types are:

- **Physical – e.g. hitting, kicking, shoving, theft**
- **Verbal – e.g. threats, name calling, racist or homophobic remarks**
- **Emotional – e.g. isolating an individual from games/activities and the social acceptance of their peer group.**

What is Bullying?

Bullying often starts with apparently trivial events such as teasing and name calling which nevertheless rely on abuse of power. Such abuses of power, if left unchallenged, can lead to more serious forms of abuse, such as domestic violence, racial attacks, sexual offences and self-harm or suicide.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms. In an Infant school, emotional or verbal forms of bullying are perhaps more common than physical forms of bullying. All situations where a child or children repeatedly use emotional, verbal or physical means to deliberately hurt another child or group of children, we consider to be bullying. Although not an exhaustive list, examples of forms bullying can take are:

- **Cyberbullying is defined as “the use of Information Communications Technology (ICT), particularly mobile phones and the internet to deliberately upset someone” (DfE definition)**
- **Peer Pressure is defined as “a feeling that one must do the same things as other people of one’s age and social group in order to be liked or respected. E.g. Telling someone that they are not going to be there friend unless they do as they say.**
- Name calling/putdowns
- Deliberately leaving someone out
- Taking friends away from someone
- Telling other people not to be friends with someone
- Stealing things from someone
- Spreading false rumours about someone
- Physical: hitting; pinching; hair-pulling, tripping up, pushing etc

- Taking someone's things or demanding to have them
- Damaging someone's possessions
- Making threats
- Making negative remarks about a person's culture, religion; skin colour; family, home, sexual orientation, gender, identity etc.
- Saying negative things about someone's look/body appearance.

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and school have to make judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

DfE Oct 2014 – Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies

Bullying and any other forms of intimidation will not be tolerated. We will treat others with kindness and respect. This is embedded within the school's Golden Rules. We feel that everyone should feel able to come to school without concern or fear and feel confident that prompt and appropriate intervention will take place if there are any signs or reports of bullying in school.

How will we tackle bullying?

Bullying is wrong and damages individual children. 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 produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur.

- We will use the school's Behaviour policy effectively to promote good behaviour and an attitude towards others to create an ethos where everyone understands and can identify bullying and knows that it is unacceptable.
- PSHE, whole school assemblies and circle time will be used to raise issues related to bullying and to promote understanding of how bullying can occur, and develop and understanding about the unacceptability of bullying and how it will be dealt with.
- Everyone is expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
- All reports of bullying must be made to the class teacher and Headteacher and every allegation will be fully investigated and followed up.
- The school's Behaviour Policy will be used to deal with those found guilty of bullying.
- Victims of bullying will be supported and protected both during any investigation and subsequently.
- Parents of all concerned will be kept well informed and involved during any investigation following a report of bullying.
- All parents are expected to support this policy and the school's policies, which relate to it.
- Any complaints relating to how an incident of bullying has been dealt with should be made in accordance with the school Complaints Policy.

How we prevent Bullying.

- Assemblies and class work (PSHE/Citizenship) will help to reinforce the message of the policy and teach children about their 'rights and responsibilities' as well as helping the children develop strategies for dealing with difficult situations.
- **We ensure that everyone feels safe and free from bullying and know where to seek help.**
- **We promote good relationships where everyone is treated with respect and where we take responsibility for the care of one another**
- **We encourage all incidents of bullying to be reported.**
- **We ensure all incidents are fully investigated and dealt with effectively by the appropriate person(s) and feedback is given about lessons learnt.**
- **To make this a happy school which is free from bullying.**

THE CHILD VICTIM

Any child can be bullied, but bullying often occurs if a child has been identified in some ways as vulnerable, different or inclined to spend more time on his or her own.

Children living away from home are particularly vulnerable to bullying and abuse by their peers.

The damage inflicted by bullying can often be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes depression and self-harm.

Children are often held back from telling anyone about their experience either by threats or by a feeling that nothing can change their situation.

Parents, carers and agencies need to be alert to any changes in behaviour such as refusing to attend school or a particular place or activity, becoming anxious in public places and crowds and becoming withdrawn and isolated.

THE CHILD BULLY

Children who bully, have often been bullied themselves and suffered considerable disruption in their own lives. The bullying behaviour may occur because the child is unhappy, jealous or lacking in confidence.

Autism

Autism spectrum affects the development of pupils' communication, social relationships, flexible thinking and sensory processing. Social interaction can be a complex issue for children and young people on the autism spectrum as it is impacted upon by varying degrees of difficulty in all of these areas, in particular, regarding social understanding and empathy. This means that children and young people on the autism spectrum may be vulnerable both to being targeted as well as becoming involved in using behaviour which may be perceived as bullying behaviour.

Staff need to be aware that these children are vulnerable and intervention is in place to support their speech, language and social development.

Strategies used in school:-

- **Social Stories are used to support children with social relationships.**
- **Lunchtime activities and one to one support.**
- **Support in school from ASCETS**

THE ROLE OF GOVERNORS:

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school 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 school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

THE ROLE OF THE HEADTEACHER:

It is the responsibility of the Headteacher to implement the school 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.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so 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 TEACHER:

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is

repeatedly involved in bullying other children, we inform the Headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the Integrated Family Support Service or CAHMS.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

THE ROLE OF PARENTS

Parents, 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.

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.

OUTCOMES

This school will have a warm, friendly, welcoming and safe ethos. It will be a place where bullying will not be tolerated and where everyone will treat others as they themselves would expect to be treated.

RELATED POLICIES

Behaviour Policy
Complaints Policy
Physical Restraint Policy
Racial Incidents Policy

MONITORING AND REVIEW:

The Headteacher, who reports to governors about the effectiveness of the policy, monitors this policy on a day-to-day basis.

This anti-bullying policy is the governors' responsibility and they review its effectiveness regularly. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.