

## THURCROFT INFANT SCHOOL

### ANTI-BULLYING POLICY

Date of Policy Approval October 2017

Date of Policy Review October 2019



#### Introduction

Thurcroft Infant School recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside school.

#### Aims

- To provide a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere.
- To have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.
- To celebrate diversity and promote cohesion within our community.
- To prevent bullying by developing a school ethos which recognises that bullying of any kind is unacceptable at Thurcroft Infant School.
- To produce a consistent approach to any bullying incidents which occur.
- To make clear each person's responsibilities.

#### What bullying is

Definition from the Anti Bullying Alliance:

"The **repetitive, intentional** hurting of one person by another, **where the relationship involves an imbalance of power**. Bullying can be carried out physically, verbally, emotionally or through cyberspace."

#### What bullying is not

A person being hurt (physically, verbally, emotionally or through cyberspace) by another person as part of a 'one off' incident.

These 'one off' incidents are dealt with via the school's Promoting Positive Behaviour Policy and are recorded and monitored to ensure they aren't part of or likely to become bullying.

Some of the reasons for being bullied are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance or health conditions
- Sexual orientation/ homophobic bullying
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Transgender status

Bullying behaviours can include **repetitive and intentional**:

- Verbal *e.g. name-calling, making offensive comments, taunting*
- Physical *e.g. kicking, hitting*
- Emotional *e.g. spreading hurtful and untruthful rumours, excluding people from groups*
- Cyber *e.g. inappropriate texting/emailing, inappropriate use of social media*
- Written *e.g. ridicule through drawings*
- Incitement *e.g. encouraging others to bully*
- Extortion *e.g. demands for money or personal property*
- Damage to Property *e.g. theft of bags, tearing clothes, ripping books*

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

### Impact of Bullying

Research confirms the destructive effects of bullying on young people's lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self-esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

### Some Signs of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Withdrawn
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

### The role of governors

- The governing body supports the Senior Leadership Team (SLT) in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not accept bullying in our school and that any bullying that does occur is taken very seriously and dealt with appropriately.
- The governing body monitors allegations of bullying that occur, and reviews the effectiveness of the school policy regularly.
- The governors require the SLT to keep accurate records of bullying and to report to the governors on request the effectiveness of the schools anti-bullying strategies.

### The role of the Senior Leader Team (SLT)

- It is the role of the SLT to implement the school anti-bullying policy and to ensure that all staff (teaching and non-teaching) are aware of the policy and know how to deal with bullying.
- The SLT is responsible for ensuring that all staff receive sufficient training to be able to be equipped to deal with bullying.
- The SLT ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school.
- Should any form of racist bullying occur, in addition to dealing with the child, the SLT will also complete a Racist Incident form and report the incident to the Local Authority.
- On request the Head Teacher reports to the governing body on the effectiveness of the anti-bullying policy.

### The role of the teacher

- Teachers in our school take all forms of bullying seriously, and intervene to prevent it from taking place.
- If teachers witness bullying, they do all they can to support the child who is being bullied. All teachers report concerns about bullying directly to the Senior Leadership Team.
- When teachers become aware of any bullying taking place, they deal with the issue immediately. This will involve support for the victim of the bullying and immediate consequences for the child who has carried out the bullying.
- 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 Teaching Assistants and Lunchtime Supervisors

- Lunchtime supervisors support all children in the dining-room and other key areas. Any bullying must be reported either to the class teacher or SLT as soon as possible.
- Learning support assistants who have concerns about bullying either in the classroom or outside report the incident to the class teacher, member of staff on duty or SLT.

### Working with parents/carers

- Parents who are concerned that their child might be being bullied or who suspect that their child may be the instigator of bullying should contact the school immediately.
- We will work with parents/carers to minimise the likelihood of further bullying regardless of whether it is the child who has bullied or the one who has been bullied.
- We will give parents every opportunity to discuss their concerns as soon as possible. We will emphasise the importance of working together to solve problems and create realistic solutions that are acceptable to all concerned.
- We appreciate there will be occasions when the parents and carers of one or both sets of students involved will feel the school has not sanctioned appropriately. Parents or carers will be given the opportunity to share their concerns and staff will discuss the decisions to impose the particular sanction with them.

- Where a parent is dissatisfied with the teacher's/Learning Mentor's handling of a situation then the Head Teacher will seek to resolve the situation informally. In the event of a formal complaint then the agreed complaints procedure for the school will be invoked.

## Thurcroft Infant School Anti-bullying strategies

### What we will do as a school

- Ensure the whole school community has an understanding of bullying and it's consequences.
- Ensure that there are clear and consistent pathways for reporting bullying which are known to all members of the school community.
- Ensure that all allegations of bullying are dealt with promptly and effectively.
- Implement a consistent system for recording bullying in line with RMBC guidelines.
- Develop a preventative approach to bullying. Children will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy regularly in consultation with the whole school community.
- Identify and make safe, areas in school where bullying could occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
  - The regular praise of positive and supportive behaviour by all staff.
  - Work in school which develops empathy and emotional intelligence.
  - Any incidents are treated seriously and dealt with immediately.
  - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future.
- The victims and perpetrators parents will be informed.

### Dealing with bullying allegations

Where a pupil reports / alleges bullying to an adult, or an adult witnesses this behaviour overtime. The following are agreed School procedures:

- The SLT is informed
- Staff will ensure the immediate safety of all other staff, pupils and property. It may be that in exceptional circumstances there is a risk of

injury to an individual such that physical intervention is required. In which case the member of staff would follow the school's policy on Positive Handling.

- Any injured child/children or staff will receive appropriate medical attention as soon as is practicable.
- All incidents will be recorded, including the facts of the incident, action taken and a report of the follow-up interviews.
- Those involved should be interviewed separately to establish the facts without apportioning blame.
- A decision should be taken regarding whether to contact the parents of all pupils involved.

Appropriate sanctions and support will be discussed and agreed upon follow-up discussions will take place within 2-3 weeks.

#### Interviewing the target of bullying

The pupil will be informed that notes will be taken of the conversation and both will agree at the end that what has been written is a true record. Staff will be aware at all times of possible Child Protection issues.

Confidentiality will not be promised.

- The member of staff will listen objectively and without favour to what is being said. The pupil will be encouraged to share what they are feeling.
- The member of staff will ascertain who has been involved, including bystanders.
- The member of staff will discuss with the victim what they would like to see happen and arrangements for the future.
- The member of staff may offer coping/preventative strategies if appropriate.

#### How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying.
- Ensure that victims are listened to.
- Ensure that strategies are put in place to support their individual needs.

#### Interviewing those accused of bullying

Staff will inform the pupils that notes will be taken of the conversation and both will agree at the end that what has been written is a true record. Staff

will be aware at all times of Child Protection issues. Confidentiality will not be promised.

The following approaches may be used as appropriate to the incident:

- The member of staff interviewing the bully will not apportion blame, but rather approach the pupils in a non-confrontational manner with the emphasis on problem solving.
- The member of staff will explain they would like to talk to the pupils as they are aware the student has been unkind to/causing problems for (name of victim). Staff will ask the pupils if they know how (name of victim) is feeling right now .
- The member of staff will explain that the bully is responsible for those feelings and this is not acceptable. Staff disapproval will be vigorous • the staff member will ask for suggestions to help the victim feel better and to help solve the problem.
- The member of staff will agree to meet with all those involved again after an appropriate time to see how the situation has changed.
- Appropriate contact will be maintained with both sets of parents/carers until the situation has been resolved.

Any sanctions invoked following the incident will be in line with the school's behaviour policy.

#### How we will work with those accused of bullying

- Ensure that they are listened to acknowledging that they are sometimes themselves victims of bullying and abuse.
- Ensure that strategies are put in place to support their individual needs.
- Implement appropriate sanctions and learning programmes.

#### How we will work with bystanders

- Ensure that they are listened to.
- Ensure that strategies are put in place to support their individual needs.
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

#### How we will educate the school community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.

- Ensure that the anti-bullying officer and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community.

### Suggested Strategies

- Circle Time
- PSCHE
- Peer mentoring
- Peer mediation
- Buddying
- Circle of Friends
- Sharing good practice with other schools
- Participation in Anti-Bullying Week

### Monitoring and Review

This policy is monitored regularly by the Head Teacher who reports to governors about the effectiveness of the policy on request.

The anti-bullying policy is the responsibility of governors and they review its effectiveness regularly.

### Anti-bullying Policy - Guidelines for staff

The first point of contact for parents is likely to be the class teacher/Learning Mentor. It is important that all staff know the school policy and when to refer parents to someone more senior.

Good practice includes:

- Recognising that the parent may be angry or upset.
- Keeping an open-mind - bullying can be difficult to detect so you may not be aware of the incident in question.
- Remaining calm and understanding.
- Making clear that the school is concerned and that something will be done.
- Explaining the school policy, making sure procedures are followed.
- Ask for details and record the information.

Senior staff should:



- Follow up the incident to make sure action has been taken and the school policy implemented.
- Make a further appointment with the parents, if necessary, to explain actions and find out if it has stopped.

Many of the same points apply when the school has to tell parents that their child is involved in bullying or is the victim of bullying.

### Anti-bullying Policy - Guidelines for Parents

Parents and families have an important role to play in helping the school to deal with bullying. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school, how break times and lunchtimes are spent and whether your child is facing problems or difficulties at school. Contact the school immediately if you are worried.

Bullying behaviour includes repetitive and intentional:

- Name calling and nasty teasing
- Threats and extortion
- Physical Violence
- Leaving pupils out of social activities deliberately and frequently.
- Spreading malicious rumours

If you feel that your child has been bullied:

- Calmly talk to your child about it.
- Make a note of what your child says - who was involved, where it happened, how often, what happened.
- Reassure your child that they have done the right thing by telling you about it.
- Explain that they need to tell the teacher, or another adult in school.
- Make an appointment to see the Class Teacher/Head Teacher and explain the problem.

Talking to teachers about bullying

- Try and stay calm - bear in mind that the teacher may be unaware of the problem or may have heard other versions of the incident.

- Be as clear as possible about what has happened - give dates, places, other children involved.
- Ask if there is anything you can do to help your child.
- Stay in touch with the school - let them know if things improve as well as if problems continue.

If you think your concerns are not being addressed:

- Check the school anti-bullying policy to see if agreed procedures are being followed.
- Make an appointment to see a member of the Senior Leadership Team (Head of School or Executive Head teacher).
- In the event of a formal complaint then the schools agreed complaints procedure will be invoked.
- Contact local or national parent support groups for advice.

Anti-Bullying Policy - Guidelines for Pupils

If you are being bullied:

- Try to stay calm and look as confident as you can.
- Be firm and clear - look them in the eye and tell them to stop, if you can.
- Get away from the situation as quickly as you can.
- Tell an adult what has happened straight away.

After the incident:

- Tell a teacher or adult in school.
- Tell your family.
- If you are scared to tell an adult by yourself, ask a friend to come with you.
- Keep speaking up until someone listens and does something about it.
- Don't blame yourself for what has happened.

## Useful References

- Anti Bullying Alliance:** The alliance brings together over 60 organisations into one network with the aim of reducing bullying. The website has a parent section with links to recommended organisations who can help with bullying issues.  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Kidscape:** [www.kidscape.org.uk](http://www.kidscape.org.uk)  
02077303300
- Childline:** Advice and stories from children who survived bullying.  
0800 1111
- Bullying on line:** [www.bullying.co.uk](http://www.bullying.co.uk)
- Parentline Plus:** Advice and links for parents.  
[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)  
01928 576152
- Parents Against Bullying:**
- Cyberbullying.org:** One of the first websites set up in this area for young people providing advice around preventing and taking action against cyber bullying. A Canadian based site.  
[www.cyberbullying.org](http://www.cyberbullying.org)
- ChatDanger:** A website that informs about the potential dangers online (including bullying) and advice on how to stay safe while chatting.  
[www.chatdanger.com](http://www.chatdanger.com)
- Think U Know:** The Child Exploitation and Online Protection Centre (CEOP) has produced a set of resources around internet safety for primary and secondary schools.  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Know IT all for parents:** A range of resources for primary and secondary schools by Childnet International. Has a sample family agreement.  
[www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)
- Mermaidsuk.org.uk:** Family and individual support for children with gender identity issues. [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)

