

JOHN RAY INFANT SCHOOL
Learning Together, Aiming High, Proud to be Ourselves

ANTI BULLYING POLICY

Reviewed September 2018

Every school has to deal with potential bullying situations and here at John Ray Infants, we agree that bullying in any form is unacceptable. Children are encouraged to follow Our Code of Conduct: "Be safe, Be kind, Be responsible" and are taught our 6 core values which include respect, honesty, fairness and caring. Our school aims to put strategies in place to prevent bullying and create a culture where the rights of the individual are valued.

Schools have a duty of care to protect all its members and provide a safe learning environment. This is a legal requirement under:

The Education and Inspection Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Children's Act 1989

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Some acts of bullying may be a criminal offence. Consideration should be given as to whether there should be a referral to the Police.

Aims for the successful implementation of this policy

1. To ensure that all people (children and adults) in our school community are able to work in a safe and secure environment free from humiliation, harassment and abuse.
2. To clarify for all members of the school community that bullying is not acceptable and must be totally discouraged. Everyone must act in a positive way to ensure that bullying and harassment is challenged and reported.
3. To produce a consistent school response to any bullying and incidents of harassment that may occur.
4. To make all those connected with the school aware of our opposition to bullying.
5. To make clear each person's responsibilities with regard to any bullying and harassment in our school.

What is bullying?

The DfE definition of bullying is:

'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 (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

Bullying can take many forms but the four main types are:

- **Physical** – such as, hitting, kicking, shoving, theft;
- **Verbal** – such as, threats, name calling, shouts of abuse or insults, using threatening language;
- **Emotional** – such as, spreading rumours, being excluded from groups, intimidation.;
- **Cyber-bullying** – such as nasty text messages, emails, phone calls, via social media and the wider use of technology.

Bullying can be fuelled by prejudice based on any of the following:

- Race (racist bullying);
- Religion or belief;
- Culture or class;
- Gender (sexist bullying);
- Sexual orientation (homophobic or biphobic bullying);
- Gender identity (transphobic bullying);
- Special educational needs or disability (SEND);
- Appearance or health conditions;
- Related to another vulnerable group of people.

Bullying is not usually a one-off incident. It is not when two people have a disagreement or fall out over something.

Bullying is '***the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.***' (Anti-Bullying Alliance) 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.

It is not:

- teasing between friends without intention to cause hurt.
- falling out between friends after a quarrel or disagreement.
- activities that all parties have consented to and enjoy (this might include a rough game in the playground).

What do we do at John Ray Infants to prevent bullying?

We:

- **ENCOURAGE THE CHILDREN TO TELL** - It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue.
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Actively provide systematic opportunities to develop the children's social and emotional skills, including their resilience.

- Provide a range of approaches for children, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community (including our parents/carers) regarding positive online behaviour.
- Train all staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns through our Behaviour Log about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Celebrate success and achievements through regular assemblies and celebrations, to promote and build a positive school ethos.

We encourage positive behaviour and interaction by:

- Ensuring from their first day at school, children are made aware of acceptable behaviour. Parents are introduced to our Code of Conduct and Core Values at their first Induction meeting and they are encouraged to help their child learn and live by these rules.
- Ensuring our Core Values are taught explicitly and are lived and breathed by all staff and children. They are seen as our Unique Selling Point and are therefore extremely important to us. We use them on a daily basis.
- Through Personal and Social Education (PSHE) in class, children are encouraged to discuss feelings and emotions in quality circle times and through relevant activities. Here the children are able to examine their own conscience, gain confidence and raise self-esteem when speaking aloud in a group. Children are taught to be assertive rather than aggressive. Circle time and Bubble time is a time for openness and problem solving. The children, through peer support, are often able to diffuse situations and review the possible solutions to combat bullying.
- Through role-play and stories the children are able to put themselves in situations ‘What would you do if...’
- From time to time the children are encouraged to design posters, which represent our Code of Conduct and Core Values.
- Our school environment is designed so that children can easily be seen and supervised during playtime. We have developed quiet areas where zones can be set aside for different types of play. Our “buddy stop” (by the climbing frame) encourages children to look out for each other.
- We train our Playleaders and Midday assistants to keep an eye on playground behaviour. And we have specially trained pastoral staff to support both the perpetrator and the victim of potential bullying incidents.
- Middays are encouraged to play with children rather than just supervise them.
- All the children are told that if they have a problem, they can talk to any member of staff - and that everyone has the responsibility to tell - this is not regarded as “telling tales”

Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the SENCo who will monitor for general patterns of poor behaviour on a weekly basis. Concerns around bullying however, would be dealt with immediately.
- The head teacher/ designated lead will interview all concerned and will record the incident
- Teachers will be kept informed of findings/outcomes
- If, in the unlikely event that we are responding to cyberbullying concerns the school will take all available steps to identify the bully and support them/their family in understanding the seriousness of the concern.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed at all stages after the concern has been raised.
- Sanctions will be used as appropriate and in consultation with all parties concerned

When a child (or parent) complains that he/she has been bullied:

- We reassure the child.
- We listen to the child.
- We ask for a brief outline of their thoughts and feelings, what has happened. They can speak, write or draw their responses.
- We ask who has been causing distress and were there any other children involved?.
- We ask who their friends are.
- We offer an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Restore self-esteem and confidence through bubble time or small group activities with trained, staff sensitive to the needs of the child.

We make a decision as to whether the incident is isolated or part of an on-going pattern.

We meet with the perpetrator.

A meeting is held with the perpetrator and their parent/carers. Discipline will be in line with our Behaviour Policy. An Individual Behaviour Plan may be implemented.

A meeting is held with the victim and their parent/carers to ascertain any next steps to be taken.

We will meet for about 10 minutes with:

- A group of children who are good role models and the perpetrator.
- If we feel it is appropriate, the victim may join the group (with such young children this helps with empathy and children can more easily relate to the problem.)
- We share the problem with the group, who come up with ideas of how they can help the child. This group will make changes to the behaviour.
- Once ideas have been listed. E.g. share a toy, play a game etc. We tell the group to start now.

We follow up each playtime asking thumbs up or down to the child, we check that the group is supporting with their ideas.

We continue to follow up over a series of weeks, checking with both the victim and the support group.

We make a record of the incident, log the meeting and record the action taken.

Support for Parents

If your child is being bullied or is displaying bullying type behaviours:

Possible warning signs

The Target

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

Bullying should be taken seriously and a child offered support and reassurance that it is not their fault.

Children may:

- Be scared to walk to and from school
- Refuse to go to school
- Concentrate less in class
- Be reluctant to go out to play
- Cling to adults in the playground
- Begin hurting others for no apparent reason
- Complain of hunger
- Have unexplained injuries
- Become withdrawn and distressed
- Refuse to say what the problem is
- Have possessions go missing
- Have nightmares
- Give unlikely excuses to explain any of the above

How can we recognise children with an increased risk of being bullied?

- Children who are more vulnerable
- Children who are new to the school or class
- Children who may have co-ordination difficulties, look or speak differently
- Children who may have a sibling with the above difficulties or SEN
- Children who may be nervous and have low self-esteem.
- Children who come from different backgrounds or have experienced difficulties in their lives.
- Children who have an identified SEND themselves.

Recognising those with an increased propensity to bullying:

It could be anyone, but one common factor is that these children tend to lack empathy and are unaware of how others feel.

It is unhelpful to label a child as a bully, the focus needs to be on supporting a change in their behaviour and identifying any wider support needs that the child may have.

It is important to recognise that children who bully may have significant needs themselves or be in need of therapeutic interventions

How can we help at home?

- Encourage your child to talk about the situation with you at home.
- Sympathise but don't over react.
- Reassure them that the bullying will stop.
- Ask your child if s/he can think of any ways they can change the situation.
- Praise your child and build up their confidence.
- If your child has friends encourage them to invite children home to play and suggest s/he join some kind of club.
- Always inform the school if your child tells you that h/she is being bullied.

Links with other school policies and practices

- This Policy links with a number of other school policies, practices and action plans including: Behaviour policy
- Complaints Policy
- Safeguarding and child protection policies
- Home School agreement
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies
- Curriculum Policies such as PSHE and citizenship and computing

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.

- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- children to abide by the policy.

The named Governor with lead responsibility for this policy (under the Safeguarding umbrella) is: Penny Smith.

The named member of staff with lead responsibility for this policy is: Kate Mills

Monitoring, Evaluation and Review

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

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the schools behaviour logbook, where incidents of bullying are recorded, and by discussion with the headteacher.

They will monitor parents' feelings with regard to how the school deals with bullying and harassment.

This policy will be reviewed in one year, or earlier if necessary.

Signed

Date.....

Appendix 1 to support children's responses to bullying

- Say NO if someone is trying to get you to do something you know you should not do.
- Try to stay with your friends and not be by yourself.
- Try not to show that you are upset.
- Don't fight back.
- Are you doing something to make someone want to be unkind to you?
- Try to ignore silly name calling, just laugh and walk away.
- Tell the person who is being unkind that you don't like what they are doing to you.
- If you can't tell a grown up or friend that you are being bullied, write it down and give the note to a special friend or a grown up.
- Walk away quickly if someone is trying to hurt you.
- Keep telling someone that you are unhappy about the bully.
- Remember it is the bully who is wrong, not you.