

## STOKE PARK INFANT SCHOOL



### ANTI-BULLYING POLICY

#### Rationale

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and to know that any incidents will be dealt with promptly and effectively. This means that **anyone** who knows that bullying is happening is expected to tell a member of staff,

#### Definition

Bullying is ongoing, deliberate unwelcome behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. emotional or cyber bullying). It may be one person or a group.

The definition we use is shared by the national anti-bullying charity KIDSCAPE: "Bullying is the use of aggression with the intention of hurting another person. It results in pain and distress to the victim. An act of aggression is defined as bullying when there is powerlessness or imbalance of power, intent with deliberate hostility and/or frequency of occurrence."

At Stoke Park Infant School, we provide a secure, caring and telling environment for everyone by:

- Identifying and responding to bullying concerns in a consistent and supportive way
- Promoting respect, self esteem and confidence- **bullying is never the victim's fault**
- Giving opportunities for children to express their feelings about the way they are treated by others
- Promoting positive behaviour and supporting children to learn new behaviours
- Providing training for staff.

### **A person is being bullied:**

- **Verbally** - if-He/she is verbally threatened, intimidated or isolated through repeated hurtful name calling, fault finding, criticism, sarcasm, teasing or rumour spreading
- **Physically** - if-He/she is repeatedly hurt physically by pushing, kicking, punching or other violent gestures
- **Emotionally** - if-He/she is hurt emotionally and is made to feel isolated by repeated unfriendly tormenting gestures, humiliated, exclusion from a group, being singled out and treated differently, hiding things
- **Racially** - if-He/she is hurt by repeated racial taunts and gestures
- **Sexually** if-He/she is hurt by sexually abusive comments and unwanted physical contact
- **Cyber bullying** - is the misuse of mobiles, e mails or internet forums to send aggressive hurtful messages to the target

Most children will at some point quarrel with others. This is part of growing up and it is up to all at Stoke Park Infants to help them understand the differences between bullying and these friendship difficulties. We do this through our planned schemes of work; circle time; thoughtful classroom management; assemblies ; RE lessons and regular reinforcement of our Ranger's Rules, as well as our e-safety lessons which develop appropriate online behaviours.

Our school community has a shared understanding of bullying in its varied forms. We have adopted a problem solving approach, for intervention and a shared resolve to eliminate bullying by responding promptly and effectively to issues of bullying.

**Bullying will not be tolerated at Stoke Park Infant School.**

The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected we will:

- Provide a secure environment in which incidents can be reported confidently
- The pupil who has been bullied is made to feel safe
- All pupils should be shown that bullying is taken seriously
- Teachers respond calmly and consistently to incidents of bullying
- It protects and supports all parties while the issues are resolved
- The person who has done the bullying, and those who may have colluded, are encouraged to behave in a more acceptable way.
- Interventions are monitored and followed up appropriately at the individual, group or whole school level

## Signs and Symptoms

A child **may** indicate by signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

Is frightened of walking to and from school	changes their usual routine
Is unwilling to go to school	begins truanting
Becomes withdrawn, anxious, lacks confidence	starts stammering
Attempts or threatens suicide or runs away	feels ill in the morning
Deteriorates in behaviour home or school	has possessions go 'missing'
Becomes aggressive, disruptive, unreasonable	has unexplained cuts or bruises
Cries more, has nightmares, cries in bed	is frightened to say what's wrong

## Preventing, Identifying and Responding to Bullying

It is the responsibility of every single person in the school to report bullying if they see it happen and not just the responsibility of the child to whom it is happening. Our key message to the children about bullying is ' See it, Hear it, TELL it'

The school community will:

- Create and support an inclusive environment that promotes British Values including a culture of mutual respect, consideration and care for others which will be followed by all
- Actively provide opportunities to develop children's social and emotional skills, including their resilience. This could be with the ELSA or with other support as identified by the school
- Provide a range of approaches for children, staff and parents/carers to access support and report concerns
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Challenge practice that does not uphold the values of tolerance, non-discrimination and respect towards others
- Consider all opportunities for addressing bullying in all forms throughout the curriculum, e.g. anti-bullying week, e-safety days, assemblies, PHSE
- Monitor LAC and children with SEND more closely

## Procedures

Bullying incidents should be reported in the first instance to the class teacher of the child who is being bullied; this will be recorded in the class log book. The class teacher(s) of all the children involved will also be informed

If a parent reports an incident 3 times involving the same child then a face to face meeting will be called with the parents, class teacher, child (if appropriate) and member of SLT (if appropriate). Ways forward will be discussed and recorded on the adult consultation sheet.

In serious cases parents of all the children involved should be informed and invited into a meeting to discuss the problem

The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly

Support for the bully(ies) will be given to help them change their behaviour

Work with children that follows any discovery or report of bullying **must** avoid aggravating the bullied child's physical or emotional distress.

Teachers need to take particular care that in following up a complaint of bullying they do not expose the bullied child to the risk of more bullying. They should take all reasonable measures to ensure that the bullied child is supported and protected. Interventions which appear to be particularly sensitive to the needs of all children are those in which more general problem solving strategies are modelled. Where a bullied child is suffering prolonged or intense anxiety or distress referral to outside agencies may be considered.

We will:

Avoid shaming and embarrassing the bullied child by focussing on a particular incident when the child is present

Use 'supportive' children to ensure that the bullied child is protected and befriended, e.g. going to and from school, at playtime

Consider the appropriateness of referring the bullied child for specialist help, having consulted and secured the agreement of parents. This may include a referral to the Educational Psychologists, Children's Services, CAHMS, family guidance etc

### **The role of governors**

- The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of school's anti-bullying policy.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body via the clerk.

### The role of the Head Teacher

- It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and nonteaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Head Teacher ensures that all children know that bullying is unacceptable behaviour.
- The Head Teacher ensures that all staff, including lunchtime supervisors, receive sufficient training to be equipped to identify and refer on all incidents of bullying.
- The Head Teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

### The role of all staff

- All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
- All adults to deal with situations quickly. All adults to follow up what they have said e.g. keeping an eye, follow up discussion etc.
- Teachers are responsible for recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the Head Teacher.
- When any bullying taking place between members of a class, the teacher will deal with the issue immediately, in accordance with school procedures including counselling and support for both the victim and perpetrator of the bullying.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all. For example, a friendship log.

### The role of parents

- Parents have an important part to play in our anti-bullying policy. **Any policy will be most effective when school and home work closely together.**  
**Parents have responsibility to:**
- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child’s education. Enquire how their day has gone, who they have spent their time with, etc.

- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child on the playground or their parents or involve an older child to deal with the bully.
- Please inform school immediately and we will deal with it following the school procedures.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential, do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Co-operating with school to bring an end to the bullying incident- what families say about school at home can have a significant impact on children's attitudes to school and learning in a negative or a positive way.

### **The role of children**

What can children do if they are being bullied?

- Each term or when incidents occur, class teachers will discuss bullying and re-enforce the following strategies:
- Remember that silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say “**No!**”. Walk confidently away. Go straight to a member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do **not** respond to them.
- Fighting back may make things worse – don't do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Adults will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

**Monitoring and review.**

- This anti-bullying policy is the schools' responsibility, and they review it's effectiveness every three years. They do this by examining the school's anti bullying log, where incidents of bullying are recorded, and by discussion between the Head Teacher and Governors. School analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

Policy approved by Governors: October 2021

Next Review: October 2023

## Bullying Incident Logging

### Record Form

For each incident designated lead to complete and return to Headteacher for collation and monitoring

Type of bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice	
Racist	
Verbal abuse or name calling	
Hurtful note writing	
Threats including threats of physical hurt	
Actual physical hurt	
Mobile/text bullying harassment	
Internet bullying/harassment	
Camera phone bullying/harassment	
Other	

**Those involved** – please record where appropriate

A – Adults as targets of perpetrators

O – perpetrators from outside the school community

C – Child

CLA – child looked after

SEND – child with specific difficulties

Targeted/wronged/distressed person(s)	Person giving offence
(include any details regarding ethnicity or other relevant diversity issues)	

**Description of Incident**

Please give a precise account including dates, places, times and any witnesses.

Attach any further information (e.g. pupils accounts, witness accounts, notes of meetings)

***Indicate if this is a repeat incident***

--

**Action Taken**

Please record all steps (include phone calls, meetings, letters, sanctions)

A large, empty rectangular box with a thin black border, intended for recording all steps taken, including phone calls, meetings, letters, and sanctions.

**Summary of those notified and/or involved**

	<b>√</b>	Any details (e.g. dates)
Headteacher		
Chair of Governors		
INCo		
DHT		
Class teacher		
ELSA		
Victim parents notified by letter/phone/in person		
Offender parents notified by letter/phone/in person		
Offender parents invited into school		
CAF/TAF		
LA		
Police		
Other		

Dates for Monitoring progress of those involved. Follow up on the incident and ensure all parties are progressing well emotionally, socially and academically.

Date --/--/--

**Member of Staff**

Name

Date

**Outcomes/actions from follow up**

