

# Hatherley Infant School and Nursery



## Anti-Bullying Policy

September 2018  
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We want to ensure your needs are met. If you would like this document in any other format, please contact us:

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## Context

This policy outlines what Hatherley Infant School will do to prevent and tackle bullying. Everyone at Hatherley Infant School has the right to learn in a welcoming, secure and safe environment. This enables children to achieve their maximum potential.

## Introduction

Bullying is anti-social behaviour and is unacceptable at our school. We will not tolerate it and we will never ignore it. All members of the school community are committed to preventing, tackling and addressing all forms of bullying, including bullying between adults or adults and children. No one in our school community has the right to deliberately make another person feel unhappy or afraid. We are committed to providing a safe environment for all our children, where they feel comfortable and can learn effectively. If bullying does happen all children should know how to tell someone about it. This means that anyone who knows that bullying is happening will tell someone about it. We will deal with any instances of bullying promptly and effectively.

Children learn about social behaviour through observation so it is important that adults in school present good role models, showing respect for each other.

## Definition

Bullying is 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (DFE "Preventing and Tackling Bullying", October 2014). Bullying is a form of **peer on peer abuse** (Keeping Children Safe in Education 2018)

### Bullying is:

- Any deliberate actions or words that are intended to hurt, frighten, ridicule or intimidate another person
- It can be physical – pushing, kicking, hitting, punching or fighting
- It can be verbal – name-calling, threats, racial abuse, gender abuse, disability harassment, sarcasm, spreading rumours, teasing
- It can be emotional – tormenting, excluding, ganging up
- It can involve the misuse of technology – email, internet, mobile phones, text messaging
- It can involve taking or damaging another person's property.
- It is a denial of human rights
- It is a denial of equality of opportunity

Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – for instance, cyber-bullying via text messages or the internet

## Aims

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.
- producing a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- producing a consistent school response to any bullying incidents that may occur.
- making all those connected with the school aware of our opposition to bullying, and making clear each person's responsibilities with regard to the eradication of bullying in our school.

## Preventing, identifying and responding to bullying

At Hatherley Infant School we have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and pupils who set a good example to the rest.

Our response to bullying does not start at the point at which a child has been bullied. We act proactively to gather any information about issues between pupils which might provoke conflict, and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

If bullying involves adults in school it will be dealt with promptly and the Allegation Management Policy and procedures will be followed.

## Strategies to help prevent the occurrence of bullying behaviour

At Hatherley Infant School we will:

- ensure all staff are aware of signs of bullying (appendix 1 ) and follow the school behaviour policy;
- use a preventative approach to all negative behaviour, such as evolving positively phrased classroom rules, reinforcing the positive way to respond in a situation by using, for example – ‘do be gentle / do not hurt others.
- ensure children always feel they have been listened to and that appropriate action has been taken.
- note any changes in children’s behaviour which may be a result of bullying; these changes will be monitored and investigated further.
- 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 opportunities (through PSHCE/SEAL activities /the PINK Safeguarding Curriculum / Mindfulness / Circle Time / Friendship bench and friendship stop / Values based assemblies) to develop pupils’ social and emotional skills, including their resilience;
- provide an ‘open door’ approach for pupils, staff and parents/carers to access support and report concerns;
- challenge practice which does not uphold the school’s values for example, tolerance, non-discrimination and respect towards others;
- consider all opportunities for addressing bullying in all forms throughout the curriculum (stories, drama and role play) including a range of additional approaches such as through displays, assemblies, events, and the school council;
- 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 regarding positive online behaviour;
- train all staff to identify all forms of bullying and to follow the school policy and procedures (including recording and reporting incidents);
- proactively gather and record concerns and information about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring;
- use a variety of techniques to resolve the issues between those who bully and those who have been bullied;
- work with other agencies and the wider school community to prevent and tackle concerns;
- celebrate success and achievements to promote and build a positive school ethos.

Whole school strategies to minimise/prevent bullying:

- Regular whole school, teacher and class discussions e.g. circle times, assemblies, dealing with friendships, playground issues & cyber bullying if appropriate.
- A school Behaviour Policy, with clear expectations about behaviour.
- Procedures for break and lunchtime supervision in toilets, playground and other communal areas.
- A set of guidelines for dealing with incidents of bullying.

## Procedure for instances involving bullying

If bullying involving children has been reported or discovered the following procedures will be followed:

- Staff will intervene immediately when bullying is reported;
- Staff will investigate – listen to all parties and witnesses;
- The incident will be recorded (all incidents will be logged in 'Incident Log Book' in Head's office and an Incident report form will be completed), and given to the head teacher or deputy head teacher, who will interview the children concerned;
- The child being bullied will be made aware that the incident will be dealt with;
- The bullied is encouraged to tell the bully, with member of staff present, how the incident made him/her feel, in order that the effects of the incident are made clear.
- The bully should be asked to comment on the incident and should be asked how he/she/they are going to compensate the bullied e.g. doing a kindness or acting as a good friend.
- Parents/carers of the child/children doing the bullying will be asked to attend a meeting to discuss their child's behaviour;
- Parents/carers of the child being bullied will be informed and invited to meet with an appropriate member of staff;
- A suitable sanction will be implemented for the child doing the bullying in order to modify or change the behaviour;
- Staff will monitor the behaviour of both "bully" and "victim", and all staff will be alerted to watch out for further occurrence.

If bullying involving adults has been reported or discovered, it will be dealt with promptly following the Allegation Management Policy procedures. Bullying of a pupil by school staff is professional misconduct and will be dealt with in the same way as for bullying involving adults.

## Supporting Pupils

### **The first priority will be to support the victim.**

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice;
- Reassuring the pupil and providing continuous support;
- Helping to develop strategies to prevent re-occurrence;
- Restoring self-esteem and confidence.

***Sanctions will be applied to those children who are bullying as appropriate. This may be a removal of privileges or removal from the playground for a period of time in order that the victim may play safely in the knowledge that the bully is not present.***

### **Pupils who have bullied will be helped by**

- Discussing what happened and establishing the concern, developing an understanding of the impact of their actions on the victim, and helping them understand that what they have done is wrong and that they need to change their behaviour;
- Informing parents/carers to help change the attitude and behaviour of the child;
- Providing appropriate education and support;
- Sanctioning in line with school behaviour/discipline policy, for example, removal of the bully from the playground or classroom, time out in another class or with a senior teacher, or exclusion from playtime or lunchtime. In extreme cases, the parent may be asked to take the child home at lunch time, or as a final resort, a formal exclusion process may be instigated.

## **Supporting Adults**

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with a senior member of staff / head teacher;
- Being advised to keep a record of the bullying as evidence;
- 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 or staff code of conduct;
- Reassuring and offering appropriate support;
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

### **Adults (staff and parents) who have bullied will be helped by:**

- Discussing what happened with a senior member of staff and establishing the concern;
- Clarifying the schools official procedures for complaints or concerns;
- If online, requesting content be removed and / or reporting account/content to service provider;
- Instigating disciplinary action, if appropriate.

## **The role of all staff**

**If a child tells us that they are being bullied we should:**

- Listen carefully to find out all the facts
- Discuss the problem with the child's class teacher, the family support worker or the head teacher

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. They will follow all strategies and procedures identified in this policy.

## **The Role of Parents and Carers**

**If a parent or carer suspects that their child is being bullied they should:**

- Talk to the child and try to find out as much information as possible about the problem
- Contact the school and make an appointment to talk to the child's class teacher, the family support worker or the head teacher
- We will contact them quickly to discuss the problem and design a plan of action to address the issue

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **The Role of the Pupil**

**If a child feels that they are being bullied or treated unfairly they should:**

- **Tell an adult immediately** – this might be a teaching assistant, mid-day supervisor, teacher or classroom helper
- If the problem continues, **talk to their class teacher and an adult at home**
- If a solution is still not found, **tell the head teacher**

## **Monitoring and Review**

This policy will be monitored and reviewed annually and in line with the Behaviour Policy. All adults in school are responsible for following this policy. It is the responsibility of the head teacher to implement this policy consistently and fairly and to report to the governing body on its effectiveness. It is the responsibility of the governing body to monitor and review the effectiveness of this policy.

## **Possible signs of bullying**

## **Appendix 1**

A child may indicate he/she is being bullied by the following:

- Be reluctant to come to school
- Frequently say he/she is not well
- Be tearful and offer no explanation
- Appear unhappy generally
- Say he/she has no friends
- Have unexplained marks following break or lunch times
- Have torn/marked clothes

## **Our approach**

- Encourage the child who has been bullied to tell the adult what has happened and also to describe how he/she felt.
- Draw together the children who have been involved – the child/ren that have allegedly carried out the bullying and any onlookers.
- Explain that there is a problem for the child and tell the children what has happened and describe the feelings of the bullied child.
- Make it clear to the other children that they can do something about it.
- Ask each person in the group to suggest a way they might personally help. Recapitulate the ideas – ask the bullied child if the suggestions are acceptable.
- Let the children carry out their suggestions.
- Meet the group again in about one week's time to find out how things are going.
- Convey your belief throughout the process that they are capable of kind behaviour and will act in such a manner.

## **Actions staff can take**

## **Appendix 2**

- Always take bullying seriously.
- Talk regularly and frequently with pupils about bullying and what action they can take if they encounter it.
- Encourage pupils to tell an adult if they are being bullied or if they know someone else is being bullied.
- Be vigilant for signs of bullying. Always investigate if you suspect a child may be being bullied, or refer concerns to class teacher and Head teacher.
- Be prepared to respond quickly and appropriately when you think that someone is being bullied.
- When investigating a bullying situation, remember that bullying is usually carefully hidden and difficult to detect. It can be hard to establish facts. A problem solving approach, which avoids blaming, can be more effective in clarifying the situation and achieving change. (appendix 1)
- Take action if you know bullying is occurring. Involve parents at an early stage. Follow up to ensure the bullying has not resumed.

## **Actions parents can take** (for children who are bullied or are bullies)

- Find out about the school anti-bullying policy.
- Talk to your child about school regularly.
- Listen carefully to what your child tells you.
- Be alert to changes in mood or behaviour related to school.
- Stay calm even if you are concerned.
- Make an appointment with school to discuss any concerns as soon as possible.
- Give school time to address the concerns.
- Reassure your child.