



Dronfield Infant School

Anti-Bullying Policy

At Dronfield Infant School we aim to provide a happy, safe, caring and friendly environment for all of our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including an understanding of the issues related to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

Policy development:

This policy was formulated in consultation with the whole school community with input from staff, governors parents/carers and children.

The school council has developed a pupil friendly anti bullying policy which is displayed around the school.

Parents/ carers will be encouraged to contribute through parent consultations and meetings.

Role and Responsibilities:

The Headteacher has overall responsibility for the policy and its implementation and liaising with the Governing Body, parents/carers, Local Authority and outside agencies. The Headteacher will appoint an Anti-Bullying Coordinator who will have general responsibility for handling and implementing this policy.

The Anti-Bullying Coordinator for this school is:

Mrs E Wright

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/ carers and relevant outside agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents
- Managing the recording and reporting of bullying incidents

- Managing and coordinating the training and support for staff and parents/carers where appropriate.
- Coordinating strategies for targeting bullying behaviour.

The nominated governors with responsibility for Anti-Bullying (Behaviour) is:

Mrs A Merritt

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Safe to Learn: embedding anti-bullying work in schools (2007)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.
- Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- Name calling;
- Taunting;
- Mocking;
- Making offensive comments;
- Physical assault;
- Taking or damaging belongings;
- Cyber bullying – inappropriate text messaging, emailing, messaging; sending offensive or degrading images by phone or via the internet.
- Producing offensive graffiti;
- Gossiping or spreading hurtful and untruthful rumours;
- Excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- Bullying related to race, religion or culture;

- Bullying related to special educational needs or disabilities;
- Bullying related to appearance or health;
- Bullying related to sexual orientation;
- Bullying of young carers or looked after children or otherwise – related to home circumstances;
- Sexist or sexual bullying.

There is no hierarchy of bullying – all form should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Children
- Children and staff
- Between staff
- Individuals or groups
- Certain groups are known to be particularly vulnerable to bullying by others; these may include pupils with Special Educational Needs such as learning or physical disabilities; young carers; Looked After Children, those from ethnic and racial minority groups.

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Systems for reporting bullying:

- Children should report bullying to a member of staff straight away.
- Parents/ carers should contact their child's class teacher or the Headteacher to report any incident of bullying behaviour.
- Staff should follow the anti-bullying policy if they witness any incident of bullying or when an incident of bullying has been reported to them. Staff should then inform the Headteacher. Staff should follow the code of Conduct for staff and the confidential reporting code to report any incidents of bullying behaviour between staff members. Staff should report to the Headteacher any bullying behaviour from parents towards staff members or other parents on the school premises.
- Any member of the school community who witnesses any form of bullying as outlined in this policy occurring in school should report this immediately to the Headteacher.

Procedures:

Staff dealing with any reported incident of bullying behaviour will:

- Interview all parties;
- Inform parents;

- Have a range of responses appropriate to the situation; solution focused, restorative approach, circle of friends, individual work with the victim, perpetrator, and referral to outside agencies if appropriate.
- Referral to the school Behaviour Policy and school sanctions will be made and consideration taken to how these might be applied including what actions may be taken if bullying continues.
- Follow up especially keeping in touch with the person who reported the situation, parents/carers.
- Support the victim and the perpetrator.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by a member of staff who deals with the incident and this will be notified to and held by the Anti-bullying coordinator and the Headteacher.

The information that we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and further development of the policy.

This information will be presented to the nominated anti-bullying governors in an anonymous format to share with the governing body as part of the Headteachers report to governors at least three times during the academic year.

The policy will be reviewed and updated annually.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Dronfield Infant School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Strategies used in school are:

- Restorative approaches;
- Involvement of SEAL (Social and Emotional Aspects of Learning) though the discreet teaching of PSHE (see curriculum maps);
- Involvement in promoting Healthy Schools;
- Holding an annual 'Friendship Week', usually in November;
- Through PSHE/ Citizenship and Circle Time;
- Through teaching and learning in ICT particularly online safety and cyber-bullying;
- Through the work of the school council and the Playground Buddy system;
- Staff training and continuous professional development of all staff;
- Information events and leaflets for parents, including information about anti-bullying on the school website.

Links with other policies

- Behaviour Management Policy
- Child Protection and Safeguarding Policy
- E safety Policy

- Acceptable Use Policy
- Equalities Policy
- PSHE Policy
- Complaints Procedure
- Confidential Reporting Code for staff
- Confidentiality Policy Statement.

This policy has been agreed by the Governing Body	
Signed by Chair of Governors:	
Signed by Headteacher:	
Date agreed: 22.3.16	Minute No. 60-2016
Date Reviewed:	Minute No.
Date Reviewed:	Minute No.
Date Reviewed:	Minute No.
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