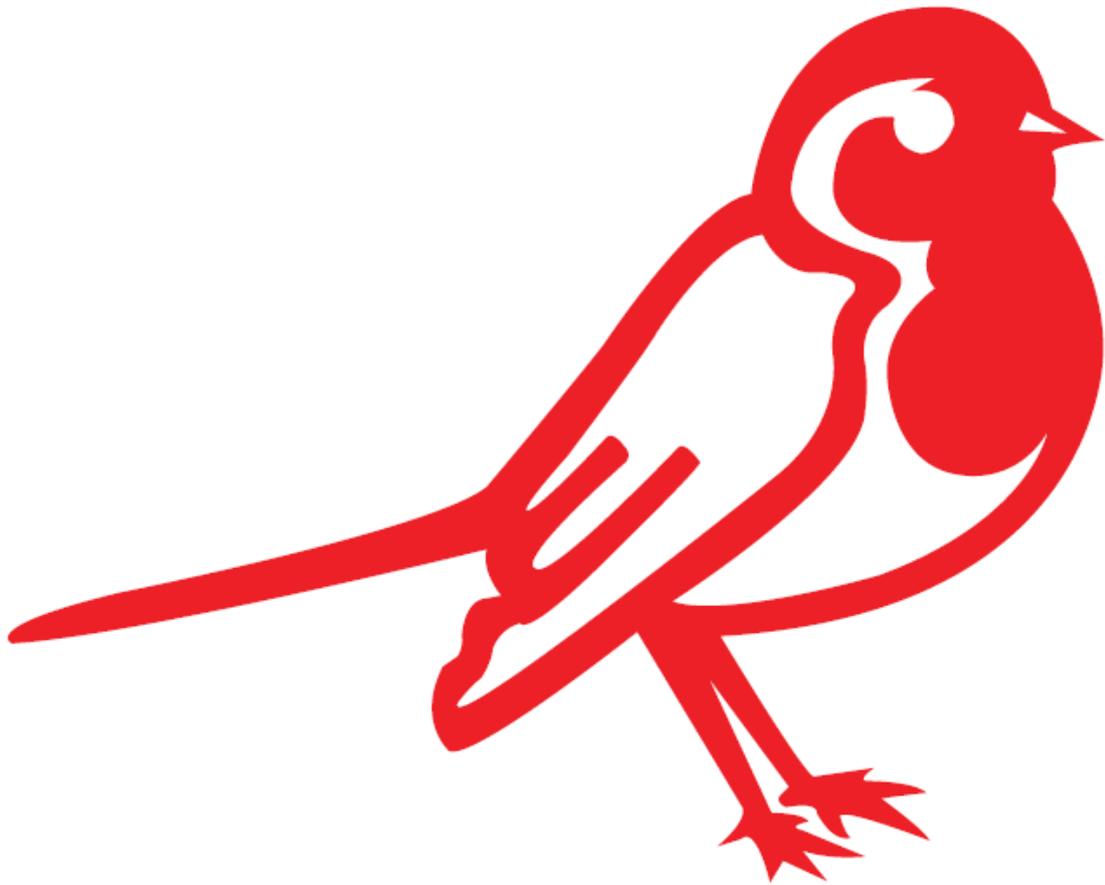


Robinsfield Infant School



Anti-Bullying Policy

Reviewed by: Lorraine Hardy

Date: February 2016

Review due: February 2017

Aims of Policy

At Robinsfield Infant School we are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere that is free from intimidation and fear. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a school with a telling culture. This means that *anyone* who knows that bullying is happening is expected to tell an adult in school.

Objectives of Policy

- All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Agreed Code of Conduct

Pupils:

Pupils have an entitlement to be educated in an environment, which is safe, caring and respectful of their individual needs.

Pupils have a responsibility to treat all other pupils, teachers and other staff with respect. They have a responsibility to refrain from engaging in bullying behaviour and to report it if they are aware of it occurring.

Parents/Carers:

Parents have an entitlement to expect that their child will be educated in an environment that is safe, caring and respectful of their individual needs.

Parents have a responsibility to ensure that their child co-operates with teachers, other staff and other pupils. They have a responsibility to promote and co-operatively support the school with regard to any incidents of bullying they are aware of.

Teachers and other adults in the school community have an entitlement to work in an environment that is characterised by respect and caring for all.

Teachers and other adults have a responsibility to contribute to the creation of such an environment and to work for the well-being of all pupils.

Links with Other School Policies

Behaviour, Child protection, Equality and Diversity Policy.

What is Bullying?

Bullying is a form of deliberate, persistent, aggressive and hurtful behaviour. It involves an abuse of power, real or perceived and results in pain and or distress to the victim. It may take various forms including physical, verbal and emotional. Examples of bullying behaviour include:

Verbal: name-calling, teasing, homophobic language, spreading rumours, sarcasm

Emotional: exclusion from play, threats, tormenting (e.g. hiding books), pulling faces, frightening looks

Physical: kicking, punching, slapping

Racist: racial taunts, graffiti, gestures

Sexual: unwanted physical contact, sexually abusive comments or gestures

Cyber bullying: text messages, emails, comments posted internet sites

Signs and Symptoms

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

- Begs to be accompanied at all times in the playground both before or after school
- Changes their usual routine
- Is unwilling to go to school (school phobic)/school refuser
- Becomes withdrawn, anxious or lacking in confidence
- Becomes defiant, aggressive, disruptive or unreasonable
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with possessions damaged or missing

- Has unexplained cuts and bruises
- Is bullying other children or siblings
- Stops eating
- Is frightened or unwilling to say what is wrong
- Gives improbable excuses for any of the above

Preventative Strategies

We have an extensive number of preventative strategies in place. We seek to be a “listening school”, in which pupils are encouraged to express their feelings, fears and concerns. This is facilitated through measures such as Circle Time and “Talk” boxes. In addition, children are continually encouraged to report any incident involving upsetting or aggressive behaviour. Designated members of staff deal with any incident immediately. Children in the school are also invited on a regular basis to complete questionnaires to identify patterns of bullying behaviour in the school. They also take part in surveys which are aimed to identify potential areas and places in the school where bullying may be more likely to take place. We promote anti-bullying education by participating in anti bullying week, renamed for the age of our children as ‘Robinsfield Friendship Week’, School Council discussion, the use of the SEAL (Social and Emotional Aspects of Learning) curriculum throughout the school, delivery of PSHCE, circle time and individual and small group interventions.

Procedures for Reporting Incidents of Bullying

Reports by Pupils:

Reports by children can be made in two ways:

(i) By divulging information to members of staff

Teachers or other members of staff are required to forward any information received to the designated adult who will investigate the incident. However minor incidences, such as playground disagreements, may be dealt with by the class teacher. It is at the discretion of each class teacher to decide when a matter is serious or persistent and needs to be investigated and recorded in the Bullying Incident Book by the designated adult.

(ii) Through the “Talk” boxes in classrooms and around school

Any incidents of bullying reported by children in this way will be forwarded to the designated adult where the matter will be investigated promptly, the child concerned will be notified and reassured that the matter is being dealt with. The incident will then be recorded in the Bullying Incident Book.

Reports by Parents:

Reports by parents will usually be made to the child's class teacher, the deputy head or the head teacher. These reports of bullying incidents will be forwarded to the designated adult for thorough investigation and action and will then be recorded in the Bullying Incident Book.

Reports by Staff:

Staff witnessing incidences of bullying behaviour are required to give that information to the designated adult for investigation, action and recording in the Bullying Incident Book.

Procedures for Recording, Investigating and Dealing with an Incident of Bullying Behaviour

- The designated adult would meet individually with all children involved (bully, bullied child and witnesses). Children would give his/her own explanation of the problem and how it makes them feel. Their accounts would be recorded verbatim.
- Depending on the information gained and taken into consideration other factors i.e. child's age, behavioural needs form of bullying experienced-the following strategies would be employed:

Inclusive Approach

Circle of friends
Support group
Circle time

Creating Empathy

Role-play
Drawings/story reading

Adult Support

Mediation
Conflict resolution

All these strategies should encourage the children to find a solution and help the bully to modify their behaviour. What is essential to enable resolution is that the bully and victim are brought together at some point. However, their needs to be an awareness and process of confidence building for the victim before this meeting can take place.

- The bully will apologize to the bullied child where it is believed appropriate.

- Separate follow-up meetings for the two parties involved will be arranged to monitor and review the situation, with a view to possibly bringing them together at a later date if the victim is ready and in agreement.
- Any sanctions will be in accordance with the school's Behaviour Policy and any incidents or bullying will be reported to the parents of all children involved immediately.
- If the bullying behaviour continues or occurs again a child's parents would be asked to come to the school for a meeting. A child may be excluded from school for one day or may not be allowed to have lunch on the school premises. A behaviour agreement would be drawn up and signed by all parties.
- If the behaviour continues and is seen to be persistent this means that they may be excluded from school for one or more days. The Governors and the Education Welfare Officer may be involved at this time.

Involvement with Outside Agencies in Provision of Support

When necessary, the school will draw on support from a range of outside agencies including the School Psychotherapist, Education Welfare Officer, Educational Psychology Service, Primary, Learning Support Service, referral for therapy from the Anna Freud outreach service.

Discriminatory bullying

It is the duty for the school to be a place where diversity does not mean discrimination and where the dignities of all individuals are respected. All members of the school community have a key role in tackling any form of discriminatory attitudes whatever they are based on be it race, religion, sex, age, disability, linguistic background socio economic situation or family circumstances. All members of the school community play a crucial part in creating a positive school environment for all. All discriminatory attitudes are challenged and investigated to prevent them leading to persistent bullying behaviour. Every member of the school community plays a key role in identifying, reporting and preventing discriminatory behaviour.

Zero tolerance to discrimination in all forms is supported by raising awareness through the broader curriculum, school culture, promotion of equality, SEAL, PSHCE, group work and in-class activities.

Procedures for recording, investigating and dealing with incidents of discriminatory attitudes are as mentioned above with the appropriate strategy applied.

Recording and reporting of incidents.

Incidents of a racist, sexual or SEN nature will be recorded in school. The number of incidents will be reported to the LA on a termly basis. The Governing Body will be notified on a termly basis of the number of incidents under each category.

Monitoring and Review of the Anti-Bullying Policy

Role of designated adult for anti-bullying

- Promote equal opportunities for all
- Record, investigate and deal with bullying behaviour.
- Monitor implementation of this policy and review regularly
- Inform Leadership team
- Inform designated teacher for child protection if appropriate
- Inform parents/carers
- Liaison with appropriate outside agencies

Role for designated teacher for child protection

- Monitor, record and inform social services if appropriate
- Monitor implementation of this policy

Role of Headteacher

- Present report annually to the board of governors
- Monitor implementation of this policy

This policy will be formally evaluated and reviewed annually.