

STANNINGTON INFANT SCHOOL

Policy for Anti-Bullying

Reviewed by staff and Governors annually

Last review date May 2021





Stannington Infant School Policy for Anti Bullying

Stannington Infant School Vision:

- ☉ To encourage a caring and positive attitude amongst the children towards all others and their environment.
- ☉ To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.
- ☉ To provide an inclusive, safe, secure, healthy and happy environment.

Our school is

a warm and friendly community to which everybody feels a sense of belonging. Each child has a valuable contribution to make to the life of the school and all children are encouraged, through discussion, praise and example, to develop a caring attitude for others and their environment. Our aim is to create a comfortable and welcoming atmosphere in which children can grow in confidence and self-motivation, develop self-discipline and enjoy a sense of achievement.

Positive behaviour stems from positive relationships, explicit and taught expectations and effective communication. All stakeholders work together to achieve the highest possible standards of behaviour in the best interests of all pupils.

Aims

1. To foster a caring and friendly atmosphere in which teaching and learning can take place in a safe and happy environment.
2. Effective inclusion based upon collegial and peer support which acknowledges the individual needs of children.
3. To create a positive school and classroom environment within which to guide and teach pupils how to behave.
4. Pupils, parents' staff and governors working in partnership to nurture a supportive school community with high expectations of everyone.

What is bullying?

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

We recognise that bullying can occur in all walks of life including the school environment. Bullying can take many forms;

- Physical (e.g. hitting, kicking, theft),
- Verbal (e.g. racist or homophobic remarks, name calling, spreading rumours)
- Emotional (e.g. tormenting, threatening, ridicule, humiliation)
- Racist (e.g. racist taunts, graffiti, gestures)
- Sexual (e.g. unwanted physical contact, abusive, homophobic and sexist comments)
- Cyber bullying (e.g. texting, mobile phone, e-mail)

[source: Governmental Guidance on Working Together to Safeguard Children].

Bullying is always unacceptable. Young children can be unkind to one another and have upsets but this would not be deemed as bullying and would be dealt with using the behaviour systems. Bullying is not the same as conflict between two equals. It is not random aggressive or unkind acts.

Bullying is often motivated by prejudice against particular groups, e.g. on grounds of race, religion, gender, sexual orientation. It might be motivated by actual differences between children, or perceived differences.

Bullying is:

- Ongoing
- Deliberate
- Unequal – it involves a power imbalance (resulting from size, number, higher status...)
- Bullying can be by pupils on other pupils, by adults on pupils and by adults on adults.

Responsibilities

We are all responsible for making sure that bullying is not tolerated in our school. Our children, parents and carers, staff and governors are all responsible for promoting a common anti-bullying approach. We will act as positive role models, follow our Golden Values and agreed procedures and we report concerns and incidents of bullying.

Our Governing Body will:

- regularly monitor and review the policy and support the Headteacher and the staff in implementing it.
- be fully informed on matters concerning anti-bullying.
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

Our Headteacher will:

- set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- implement the Anti-Bullying Policy under the Education and Inspections Act 2006 for: “determining measures on the behaviour and discipline that form the school’s behaviour policy”, “encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils”
- have evidence that our anti-bullying policy and practice is effective including the views of pupils, parents and carers and staff
- record and analyse bullying incidents
- ensure that all staff receive training that addresses bullying behaviour

Our Staff will:

- be good role models in their personal conduct and relationships.
- use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.
- emphasise and behave in a respectful and caring manner to pupils and colleagues.
- establish and maintain a healthy, positive learning atmosphere.
- challenge abusive and prejudice-driven language and opinions.
- be aware and take action when there are concerns about bullying.

- be aware that pupils with additional education needs; learning difficulties or disabilities are more vulnerable to bullying and from becoming involved in bullying themselves.
- report and record all allegations of bullying following the school's procedures.
- ensure that pupils, and where appropriate parents and carers, are given regular feedback on the action been taken.

Our Parents and Carers will:

- support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- be informed about and fully involved in any aspect of their child's behaviour.
- contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy"
- work in partnership with the school to bring an end to the bullying.
- contact the school if they know or suspect that their child is bullying another pupil.
- share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child.
- When a parent / carer have concerns relating to bullying they should report them to their child's class teacher, teaching assistant or the Headteacher.

Our Pupils will:

- follow our "Golden Values" and Behaviour Rules.
- be kind and inclusive
- not bully anyone else, or encourage and support bullying by others
- tell an adult if they are being bullied, usually either a member of staff or parent
- act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied
- recognise that being a "bystander" is not acceptable as it supports the bullying and makes the "bystander" in part responsible for what happens to the victim of bullying
- use the class Anti-bullying Charter to help them remember what to do in difficult situations

How We Prevent Bullying:

School Ethos

Whole school assemblies that focus on respecting each other, showing kindness, and informing children of the need to tell someone if they feel bullied or harassed. All staff and volunteers to act as positive role models. Engagement in positive social interaction projects, including Jigsaw, Circle time, Class and School Council. Implementing a clear and consistent behaviour approach

Jigsaw PHSE Curriculum

Our PSHE teaching underpins our Anti-Bullying work and provides key messages to promote respectful relationships and positive behaviour. During weekly PSHE lessons, our children learn that everyone has a right to learn in a safe school. We teach that bullying is always wrong. Through our anti bullying work, our children practise the personal, social and emotional skills that help protect them from bullying.

Say No To Bullying

Every November, we take part in the national Anti-Bullying week involving all members of our school community. We use resources from the Anti Bullying Alliance. Our children create Anti Bullying charters which are displayed in their classrooms.

Safer Internet Day

In February we hold a whole school safer internet day to raise awareness of cyber bullying and give children strategies to stay safe on line.

Assertiveness

Teaching children to be assertive e.g. by saying “stop that I don’t like it”. We teach them to seek adult intervention if this approach is not effective. Adults will support children to verbalise their wishes and expectations of each other.

Self Regulation

We teach self-regulation of emotions using the Zones of Regulation approach. This enables children to verbalise emotions in a common and understood language.

Worry Boxes

Children can record a worry through words or picture which the staff in school will then follow up on.

School Council

Our School Council and class meetings give our children real opportunities to voice their opinions and to effect change in school.

Online Safety

Our ICT curriculum addresses online safety through age/ development specific resources e.g. Hector’s World. This helps children to protect themselves from cyber bullying.

High Quality Playtime Supervision

Teaching staff, Lunchtime Supervisors and Year Two Playground Leaders work together to ensure that all children enjoy a happy and safe lunchtime and playtime.

Our Methods of Dealing with Incidents of Bullying

We take all bullying/anti-social problems seriously but will endeavour to keep all matters in proportion.

We investigate all incidents thoroughly by: -

1. Interviewing the alleged bully and victim separately.
2. Obtaining witness information where possible.
3. Keeping a record of the incident, investigation, and outcome on CPOMS. If there is not a positive outcome, subsequent behaviour will be monitored, dated, and recorded for future reference
4. Informing appropriate staff about the incident(s).
5. Ensuring that action is taken to prevent further incidents:-
 - Seek to obtain an apology
 - Provide support for the victim e.g. a playtime buddy
 - Support the bully to identify why s/he has bullied, help them to recognise their behaviour is unacceptable and support them to modify their behaviour
 - Seek support from other agencies if appropriate
6. Log incident using the SIMS system as per Sheffield LA guidelines.

Confidentiality

Our children need to know that they can speak to a trusted adult if they feel worried, unhappy or unsafe. If necessary, they should be helped to access the support of external agencies e.g. Childline. Staff cannot give unconditional confidentiality to children where there is a concern over their safety or that of another child. In these cases, staff must follow Child Protection procedures.

See also policy on Behaviour and Positive Handling Policy.

***Reviewed by staff & Governors ANNUALLY
Review date May 2021***