

**PRIOR HEATH INFANT SCHOOL
POLICY AND PROCEDURES STATEMENT**

TITLE: Prior Heath Anti-Bullying Policy

DATE: October 2016

REVIEW: October 2017

APPROVED/MONITORED BY: Curriculum committee

AGREED BY: WHOLE SCHOOL STAFF and GOVERNORS

At Prior Heath Infant School we aim to provide a safe, caring and friendly environment for all 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 relating to safety, such as bullying. Our Behaviour Policy provides the school approach to behaviour and forms the underpinning behind this policy. 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 members of staff, governors, parents/carers, children and young people.

Pupils contribute to the development of the policy through the School Council, circle time discussions, etc. Parents/Carers will be encouraged to contribute by: taking part in parent survey, parent meetings.

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 and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and 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 relating 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 forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- certain groups of pupils 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 and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Children are not allowed access to mobile phones in school. If a mobile phone is brought in to school by a child, it will be kept safe during the school day and delivered into the hands of the parent or carer.

Roles and Responsibilities

The Headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy. The Anti-bullying Coordinator in our school is: Ellen McClelland (Headteacher).

Their responsibilities are:

- Policy review involving pupils, staff, governors, parents/carers and relevant local 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 reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

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). Encouragement is given to all children to confide in someone they trust should they feel that bullying is taking place. (e.g. parent, friend, class teacher or another member of the staff working within the school.)

Systems of reporting for:

- Children and young people: staff report all incidents involving the school community through an incident reporting form, where a prejudice related incident is involved a Prejudice-Related incident reporting form is used and these are checked by the Headteacher. If the child reports a suspected case of bullying this is reported to the class teacher and Headteacher.
- Parents/carers: If parents/carers report a suspected case of bullying involving their child or other children to a member of staff the class teacher and Headteacher are informed. The class teacher will ask the parent/carer to provide detailed information directly to them.
- All staff and visitors: Staff and visitors report to the Headteacher.
- Bystanders: Children inform the class teacher. Adults report directly to the Headteacher.

If any report of bullying involves the Headteacher, the Chair of Governors is informed.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. If the incidents involve a child:

- The incidents will be investigated without apportioning any blame at the time and parents informed (see modes of inquiry below). Support as appropriate will be put in place.
- The class teacher will involve a member of the Leadership Team who will complete a report after further investigation.
- The children involved and their parents will be informed as to what immediate action is being taken.
- If incidents continue the Curriculum & Standards Leader or Headteacher will be involved.
- Where a report is completed it is to be kept in the Head's office.
- Where a prejudice -related incident is involved a separate reporting form is used which is kept in the Bullying and Prejudice- Related Incident log/file in the office.
- Patterns of behaviour will be monitored.

A range of responses appropriate to the situation may be used including: solution focused, restorative approach, involvement/support of parents/guardians, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate, adherence to the Behaviour Policy guidelines and school sanctions. Where the incident is prejudice related parents/guardians will be informed and the range of support put in place will be identified on the Prejudice-Related Incident reporting form and shared with parents/guardians. Follow up will involve keeping in touch with the person who reported the situation, parents/carers and support for the victim and the bully.

Modes of Inquiry

(Where the words 'victim' or 'perpetrator' are used it should be understood that, in this document, the words refer to the alleged victim or perpetrator.)

- Where possible, the victim and perpetrator(s) will be seen separately.
- No blame will be apportioned during the initial stages of the investigation e.g. "A seems upset. Can you think of any reason why?"
- If the perpetrator(s) admit to upsetting another child they should be asked how the victim might be feeling as a consequence of their action. They should also be asked how the perpetrator(s) could make the victim feel better about it.
- If the perpetrator(s) do not admit to anything being wrong they can be asked to help suggest ideas as to how to deal with the situation so the victim can feel safe and happy at school.

- If the victim agrees to it, a joint meeting might be arranged in which all parties can express their views and a positive way forward agreed.
- The situation will be monitored by the staff concerned.
- In serious or persistent cases, parents of all pupils involved will be informed.
- If a parent of a victim has brought the initial allegation of bullying to the attention of the school, that parent will be kept informed of developments.

Any incident involving bullying of an adult/member of staff

This will be reported to the Headteacher. The incident will be investigated without apportioning any blame at the time. Support as appropriate will be put in place.

- A report is completed by the Headteacher and kept in the Head's office.
- Patterns of behaviour will be monitored.
- Follow up will involve keeping in touch with the person who reported the situation and support for the victim and the bully.

Recording Bullying and Evaluating the Policy

Incidents in school are noted on an incident reporting form. Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Anti-Bullying coordinator Mrs McClelland Headteacher.

An incident recording form will be used to log the details of the incident and what action is taken (this form can be obtained from the school office).

A bullying, racist and homophobic incident log report form will also be completed (this can also be obtained from the school office).

Parents will be informed of the incident and will meet with staff to discuss the incident and the support to be put in place.

Where the incident is Prejudice related a Prejudice-Related Incident form will be completed. Parents/guardians will be informed and the range of support put in place will be identified on this form and shared with parents/guardians. These incidents will be reported to Surrey on an annual basis.

We acknowledge that repeated racist incidents or a single serious racist incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

The information 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 development of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Prior Heath Infant School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Involvement in SEAL including Anti-bullying Unit
- Involvement in Healthy Schools
- Anti-Bullying week annually (parents sent information - Appendix 1)
- PSHCE
- Assemblies
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice e.g. school council
- Peer mentoring
- Playground Buddying
- Parent information events/information
- Staff training and development

Links with other policies

Accessibility Policy
Behaviour Policy
Child Protection and Safeguarding Policy
Looked after Children Policy
Complaints Policy
Confidentiality Policy
E- Safety Policy
PSHCE Policy
SEN and Inclusion Policy
Single Equality Scheme and Policy

Related Documents

Keeping Children safe in Education 2016
KCSIE Briefing Sheet/ Action points 2016
The DfE preventing and tackling bullying guidance (which includes cyberbullying) can be found here.
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Useful Websites

This includes:

- Preventing and tackling bullying Advice for headteachers, staff and governing bodies October 2014
- School support for children and young people who are bullied factsheet
- Advice for parents and carers on cyberbullying
- Cyberbullying: Advice for headteachers and school staff

The Anti-Bullying Alliance has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here :

www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/

Summary for parents

At Prior Heath Infant School (in line with 'Every Child Matters') we aim to provide a safe, caring and friendly environment for all 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 relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe. To ensure this, staff children and all adults in the school are encouraged to report any suspected incidents of bullying as defined:

'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).

The school investigates any report of suspected bullying and takes action as appropriate as identified in the school's Anti Bullying policy.

APPENDIX 1

Anti-Bullying Week Information for Parents

In your child's class or group, the focus will be on celebrating similarities and differences, because differences are often used as a reason for bullying – something that we make clear is unacceptable in our school. Young children are still at the stage of learning to manage their responses to new people and experiences, and will notice and comment on things that are 'different'. This should not be discouraged. But we will be emphasising that the differences are part of what makes the world so exciting and interesting, not a reason to treat some people unfairly. Children will work on finding out what they can do when people are unkind or unfair and think about how they can make their own classroom and behaviour kind and fair to everyone.

In this school we believe that bullying is unkind behaviour. It can include physical hurting and leaving people out as well as damaging people's things and making fun of people.

We don't allow unkind or cruel behaviour in our school but not all unkind behaviour is bullying. The key characteristics that turn unkindness into bullying are:

- That it is repeated and goes on over time.
- That it is deliberate and not accidental.
- That it involves the person doing the bullying having some sort of power over the person experiencing the bullying – usually at your child's age this power will come from being bigger, having a 'gang' of friends or having a toy or something that everybody wants to play with.

Children will often fall out with friends or say unkind things when they are angry. This is often perceived by children as bullying. We will be explaining to children that this is different from bullying.

We believe that most children both use and experience bullying behaviour at one time or another, and that all children can change their behaviour, with appropriate support.

Related documents

- Behaviour policy
- Child protection and Safeguarding policy
- SEN and Inclusion
- Single Equality Scheme
- Curriculum policies
- PSHCE
- RE
- Collective worship