

# Warden Hill Infant School

## Anti-Bullying Policy

### Our Vision

Imagine a place, where together adults and children can flourish as highly successful learners; a place where discovery, exploration, creativity and challenge are embraced as chances to grow; where risks and mistakes are used as learning tools that are often gateways to successful learning. Our school is a place where we can all learn to be ourselves, be treated with respect and kindness. Everyone shares an enthusiastic love of learning, a desire to achieve their very best and a determination to work hard to achieve this. Each day there are smiles, laughter and celebrations of success as their dreams are actively followed. Listen to the buzz of excitement as people learn from each other, hear them asking questions, finding solutions and learning skills that will prepare them to make a positive difference in society. See that positive values, kindness and generosity are shown to people locally and worldwide and respect and care are given to our planet as we encourage others to do the same.

### Our Aims:

- ❖ To be recognised as an outstanding school that provides a stimulating, creative and dynamic learning environment that strives for excellence and values achievement.
- ❖ To develop the skills of the learner within a happy atmosphere.
- ❖ To prepare children to play an active role in their community.
- ❖ To be a safe learning environment in which children feel secure, and where self-esteem, confidence and respect, both for self and for others, can be promoted.
- ❖ To motivate and engage children as lifelong learners through inspirational teaching and creativity in the classroom ensuring all children are challenged to achieve their potential.
- ❖ To be a learning community in which individual needs and talents are valued and success is celebrated.
- ❖ To support our children in developing healthy lifestyles.
- ❖ To make our school a place where children enjoy being.

- ❖ Children should leave Warden Hill Infant School with their understanding deepened, their minds enriched, and their hearts inspired, so that they love learning and embrace the challenges of the future.

### **Objectives of this Policy**

This policy outlines what Warden Hill Infant School will do to prevent and tackle bullying. We are committed to providing a caring, friendly and safe environment for all our children so that they can learn in a relaxed and secure atmosphere. We are committed to developing an anti-bullying culture whereby no bullying, including bullying between adults or adults and children, will be tolerated.

Our school community will:

- monitor and review our anti-bullying policy and practice on a regular basis, ensuring that all governors and staff know what the school policy is on bullying, and follow it should bullying be reported;
- support all staff to promote positive relationships to prevent bullying, and identify and tackle any bullying behaviour appropriately and promptly;
- ensure that all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises;
- reassure parents and pupils that they will be supported if bullying is reported. As a school we take bullying very seriously.
- report back to parents and carers regarding their concerns on bullying and deal promptly with complaints. Parents/ carers in turn will work with the school to uphold the anti-bullying policy.
- ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively so that they feel safe to learn;
- support all pupils through encouraging them to develop positive social skills and attitudes by learning how to relate to and respect each other.

### **Definition of bullying**

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 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

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, and taking belongings, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumors. This includes the same inappropriate and harmful behaviors expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

### **Statutory Requirements**

1. The head teacher must set out measures in the behaviour policy which aim to:
  - promote good behaviour, self-discipline and respect
  - prevent bullying
  - ensure that pupils complete assigned work
  - regulate the conduct of pupils
2. When deciding what these measures should be, the head teacher must take account of the governing body's statement of behaviour principles. The head teacher must have regard to any guidance or notification provided by the governing body which may include the following:
  - screening and searching pupils
  - the power to use reasonable force and other physical contact
  - the power to discipline beyond the school gate
  - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
  - pastoral care for staff accused of misconduct
3. The head teacher must decide on the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in charge of a member of staff
5. The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year

## **Preventing, identifying and responding to bullying**

As a 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 older pupils who set a good example to the rest.

Our school's response to bullying does not start at the point at which a child has been bullied. Our school staff 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.

## **Strategies to help prevent the occurrence of bullying behaviour**

At Warden Hill Infant school we will:

- ensure all staff are aware of and follow the school behaviour policy;
- 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 / Values based Education) 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.

## **Involvement of pupils**

We will:

- regularly gather the children's views on the extent and nature of bullying;
- ensure that all pupils know how to express worries and anxieties about bullying;
- ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying;
- involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum (appropriate to their age);
- offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **Liaison with parents and carers**

We will:

- make sure that key information about bullying (including policies and named points of contact if parents are worried) is available to parents/carers e.g. website, newsletter;
- ensure all parents/carers know about our complaints procedure and how to use it effectively;
- ensure all parents/carers know where to access independent advice about bullying;
- work with all parents/carers and the local community to address issues beyond the school gates that may give rise to bullying;
- ensure that parents work with the school to role model positive behaviour for pupils.

## **Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and Discipline policy
- Complaints policy
- Safeguarding and child protection policies
- E-Safety (Online Safety) and Acceptable Use policies
- Curriculum policies such as PSHCE and computing
- Use of mobile phone and social media policies
- Staff Code of Conduct

## **Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy;

- Governors and all staff to be aware of this policy and implement it accordingly;
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably;
- Staff to support and uphold the aims of the policy;
- Parents/carers to support their children and work in partnership with the school;
- Pupils to abide by the policy.

## **Procedures for all staff**

### **Dealing with Incidents**

When bullying is suspected or reported:

- Staff will intervene immediately when bullying is reported;
- Staff will investigate – listen to all parties and witnesses;
- The incident will be recorded 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;
- 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.

### **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;
- Helped 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 play ground 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.

### **Monitoring & review**

**This policy will be monitored and reviewed in Spring 2017.**

The head teacher will report on a regular basis to the governing body on incidents of bullying and outcomes.

The school will ensure that the policy is consistently applied and that any issues identified will be incorporated into the school's action planning.

## Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
  - Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
  - Childline: [www.childline.org.uk](http://www.childline.org.uk)
  - DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
  - DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
  - Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
  - Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
  - MindEd: [www.minded.org.uk](http://www.minded.org.uk)
  - NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
  - PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
  - Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
  - The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
  - Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
  - Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
  - Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
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- **Cyberbullying**
  - Childnet International: [www.childnet.com](http://www.childnet.com)
  - Digizen: [www.digizen.org](http://www.digizen.org)
  - Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
  - Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
  - UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
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- **LGBT (lesbian, gay, bisexual, and transgender)**
  - EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
  - Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
  - Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
  - Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)
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- **SEND**
  - Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
  - Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
  - DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
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- **Racism and Hate**
  - Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
  - Kick it Out: [www.kickitout.org](http://www.kickitout.org)
  - Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
  - Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
  - Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)