Race Leys Infant School

<u>Anti-Bullying Policy</u>

Originator	Jen Langtree
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Signed	
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Monitored by	Jen Langtree and Louise Duncan

"Learning together we can reach for the stars"

Our school is a place where everyone should be able to flourish in a loving and hospitable community. We recognise that promoting positive behaviour and preventing bullying, is intrinsic to safeguarding and promoting the welfare of all our pupils. Our behaviour support policy aligns with the statutory guidance for schools; Keeping Children Safe in Education (KCSiE, 2022), through its aims to;

- protect children from maltreatment
- prevent the impairment of children's mental and physical health or development
- ensure that children grow up in circumstances consistent with the provision of safe and effective care
- take action to enable all children to have the best outcomes.

1. Introduction

It is a Government requirement that all schools have an Anti-bullying policy DfE "Preventing and tackling Bullying"; Advice for headteachers, staff and governing bodies, July 2017.

DfE guidance (July 2017) defines bullying as:

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.

DfE guidance, 2017, includes cyberbullying, it states,

'the wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. (Also see school's E-Safety Policy)

2. Aims and purpose of the policy

Race Leys Infant School takes a zero-tolerance approach to all forms of bullying, including cyberbullying, prejudice-based bullying, discriminatory bullying; and abuse, including child-on-child abuse.

Our aims

- to ensure a safe, secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- to create a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying and child-on-child abuse.
- to celebrate success and build relationships with our young people and families in order to create a positive school ethos.
- to create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying in any form is not acceptable.
- to ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- to inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.

- to outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.
- to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- to use our PSHE curriculum to educate our children of the importance of kindness, caring and resolving conflicts positively.

Related policies: Behaviour Policy

3.   Defining Bullying

We understand that bullying takes many forms such as physical, verbal, social exclusion and the misuse of mobile phones and internet social networking websites.

Physical	Taking items, pushing, hitting, kicking, any use of violence or inappropriate/unwanted physical contact.
Child-on-Child Abuse	Defined on Page 12 of KCSiE 2022
Racist	Racial taunts, graffiti, gestures
Emotional	Deliberately excluding, tormenting
Sexual	Unwanted physical contact or sexually abusive comments, exploitation
Verbal	Name–calling, sarcasm, spreading rumours, teasing, making offensive remarks, ridicule
Cyber	All area of internet, email, chat rooms, Facebook mobile threats by texts and calls Misuse of technology- cameras and videos
Indirect	Spreading nasty stories about someone, excluding from social events
Manipulating or controlling	Someone inflicting extreme views, malicious rumours, sending malicious emails or text messages on mobile phones
Extreme views	Opinions, beliefs or political movements which are not accepted as reasonable.
Female genital mutilation, breast ironing	Partial or total removal of the external genitalia of girls for non- medical reasons
Homophobic, gender variant	Because of, or focusing on the issue of sexuality or gender
Target vulnerable groups	Our groups of pupils in receipt of pupil premium, supported by a CAF, looked after children, SEND children, EAL and children with specific medical needs

4.   Education

We recognise that positive behaviour must be taught and staff model and encourage good behaviour at all times, both inside and outside the classroom.
Positive behaviour is taught and reinforced by and through:
- School Values linked to Anti-Bullying – Caring, Respect, Teamwork and Honesty

- PSHE lessons – Relationships Education – how to be a good friend to others, types of bullying and how to report these.
- PATHS curriculum to help understand big and small feelings.
- Protective Behaviour Curriculum – Taking Care Project
- Staff including members of the Senior Leadership Team and Headteacher are a visible presence throughout school, continually modelling high standards of behaviour
- Expectations visible in all classrooms – School Rules of **Ready, Respectful and Safe.**
- Annual participation in 'Anti-bullying Week'
- Annual participation in the NSPCC Speak Out, Stay Safe programme
- Collective Worship with reference to our School Values using stories to support understanding.
- Praise and reward for positive behaviour – *Golden Time, Wonderful Wednesday, Jar of Wonderfulness, Golden Bricks, Green Tokens*
- Friendship Crew
- Use of **Talk partners** to develop respect for different ideas
- Learning Mentor in school
- Nurture Rooms
- Transition work at all stages of their time within school.

5. The Roles of all

This policy aims to produce a consistent school response to any bullying incidents that may occur.

5.1 The Role of Governors

5.1.1   The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

5.1.2   The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

5.1.3   A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Head Teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

5.2 The role of the Head Teacher

5.2.1   To ensure the PSE and the religious education curriculum helps to deal with anti-bullying.

5.2.2   It is the responsibility of the Head Teacher to lead the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) and parents are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request and the number of incidents.

5.2.3   The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable

moments. For example, if an incident occurs, the Head Teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong.

5.2.4 The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

5.2.5 The Head Teacher sets 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.

5.2.6 The head teacher will investigate and record all forms of bullying.

5.2.7 The head teacher will consult with parents and pupils to identify the extent and nature of the bullying.

5.2.8 Support any child being bullied

5.2.9 Support any child to change their behaviour and impose necessary actions.

5.3 The role of the Senior Leadership Team

5.3.1 To lead the development of the policy

5.3.2 To work with the school council

5.3.3 Display information posters in and around school

5.4 The role of the teachers and support staff

5.4.1 To use the schools preventative strategies

5.4.2 Monitor playtimes

5.4.3 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

5.4.4 To create a safe playground for lunchtimes and playtimes.

5.4.5 Make sure pupils know what to do if they feel bullied – to build resilience to bullying

5.4.6 Teachers keep their own records of all incidents that happen in their class (behaviour logs), and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Head Teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head Teacher, the teacher informs the child's parents.

5.4.7 In the head teacher's office there is a yellow behaviour incident folder in which staff record all incidents of extreme inappropriate behaviour including bullying that occur both in and out of class. Any adult who witnesses an act of bullying should record it in the logbook.

5.4.8 When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies, such as the social services.

5.4.9 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

5.4.10 Our PSHE programme regularly covers behavioural and relationship issues and the School Values support a culture of care and respect. PATHS – promoting alternative thinking strategies – explores different feelings with the pupils and how they could react and communicate when they experience different emotions. Teachers also use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within

the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

5.5 The role of parents

5.5.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Head Teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

5.5.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

5.6 The role of pupils

5.6.1 Pupils are responsible for their behaviour staying in green and respecting the school reward and sanction system.

5.6.2 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

5.6.3 Pupils are invited to tell us their views about a range of school issues, including bullying, in our pupil questionnaire. The school council will discuss the policy and with the support of the school council lead will ensure it is accessible to all.

6 Monitoring and review

6.1. This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

6.2 This anti-bullying policy is the governors' responsibility, and they review it's effectiveness . They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

6.3 This policy will be reviewed in three years, or earlier if necessary.