

Elmwood Infant and Nursery School



Anti-Bullying Policy

Article 3 'All adults should do what is best for children. When they make these decisions, they should think about what is best for the child.'

Article 12 'Children have the right to give their opinion, and for adults to listen and take it seriously.'

Article 19 'Children have the right to be protected from being hurt'



Elmwood Infant School & Nursery

Anti- Bullying Policy

DATE POLICY REVIEWED Summer 2020

DATE OF NEXT REVIEW: Summer 2022

Introduction

At Elmwood Infant and Nursery School we are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should feel safe to tell and know that incidents will be dealt with promptly and effectively. As a UNICEF Rights Respecting school, pupils are taught that they have rights and with those rights, come responsibilities. We recognise that rights and responsibilities are equally balanced and encourage our children to take responsibility for their actions in order to develop an awareness of how they affect the rights of others. These rights are taken from the UN Convention on the Rights of the Child (UNCRC). Children have the right to be protected from conflict and cruelty and they have the responsibility to ensure other children are kept safe and are protected from harm. Our Anti-Bullying Policy takes its place within the general aims and principles which underpin our school. It has close links to the PSHE, Safeguarding, Child Protection, Behaviour, Anti-racism, equality and PSHE policies.

This policy is to be read in conjunction with the following policies:

- Safeguarding;
- Intimate Care;
- Behaviour;
- Health and Safety;
- Anti-Harassment & Equality;
- Code of Conduct setting out standards and acceptable behaviour for staff;
- E-Safety and ICT acceptable use;
- Managing allegations of abuse against staff;
- PSHE
- Race Equality;
- SEN
- Admission;
- Whistleblowing.

Aims of the policy

Bullying concerns everyone, not just the bullies and the victims. It affects other pupils who watch, and pupils can be drawn in by peer-group pressure. Bullying should not be seen as an inevitable part of school life. This policy sets out to agree that:

- a set of procedures are in place to ensure a consistent approach to dealing with bullying if and when it occurs;
- all governors, teaching and non-teaching staff, will know what the school's policy is on bullying, and follow it when bullying is reported;
- all pupils and parents will know what the school policy is on bullying, and what they should do if bullying arises;
- bullying is wrong and damages individual children. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported if bullying is reported.
- all members of the school community will support all children through encouraging them to develop positive social skills and attitudes by learning how to relate to and respect each other in line with our RRS principles;
- all members of the school community are able to disclose and discuss bullying if it does occur;
- as a school we have developed procedures for noting, reporting, investigating and dealing with incidents of bullying behavior
- all members of the school community staff and children have the right to feel safe and protected from harm (article 36)

Definition of bullying

- Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online and may include:
 - physical – hitting, kicking, theft;
 - verbal – name calling, taunts, threats, racist remarks;
 - indirect – spreading rumours, excluding someone from social groups;
 - cyber-bullying – bullying by email, over the phone and by text message or by using digital cameras and camera phones to intrude on the privacy of others
 - Intimidation – a child may be made to feel frightened or uncomfortable by behaviour ranging from overt threats to subtle "looks";
 - Exclusion – a child can be bullied simply by being regularly and routinely excluded from games, groups, discussions/activities, with those they believe to be their friends. Group rejection is a common form of bullying;
 - Damage to property or theft – children may have their property damaged or stolen routinely and regularly where intent is malevolent against a person or group. The bully may use physical threats so that the pupil hands over property to them.
 - Victimisation by adults – any adult in the school could use their size and status to victimise a child. A parent, for example, who makes a direct approach to a child to chastise him/her over an alleged incident, could be engaged in a form of bullying.

We recognise that bullying can occur:

- during the school day both inside and outside of the classroom;
- during play or lunch times;
- via the internet and social media platforms;
- during un-supervised times before and after the school day;
- during clubs and during before and after school activities;

- on journeys to and from school
- The Equality Act 2010 states it is against the law to discriminate against anyone because of:
 - age
 - being or becoming a transsexual person
 - being married or in a civil partnership
 - being pregnant or having a child
 - disability
 - race including colour, nationality, ethnic or national
 - origin
 - religion, belief or lack of religion/belief
 - sex
 - sexual orientation

Strategies to help prevent the occurrence of bullying behaviour

At Elmwood Infant and Nursery School we strive to demonstrate and promote tolerance, understanding, respect and acceptance of difference. This is developed through:

- all members of the school community being aware of and following the school behaviour policy;
- PSHE and Circle Time activities where all children are given opportunities to develop social and emotional skills in order to make judgements about their behaviour and its effects on others;
- stories, drama, role play and discussions in all curriculum areas where children are offered further opportunities to reinforce and promote positive behaviours and empathy skills;
- awareness of issues being raised and discussed through assemblies and participation in events such as 'Friendship week' and 'Show Racism The Red Card' (SRTRC)
- staff being committed to always listening to and encouraging children to be open about their feelings;
- promotion of RRS rights and values in everyday school life, both in lessons and during whole school assemblies
- children being given opportunities to discuss concerns and strategies through the School Council
- creation of class charters and a whole school charter which are made and agreed to by all children and adults
- stimulating playtimes with equipment, games and activities where group play and co-operation are encouraged
- playtime buddies, who support other children during playtimes and lunchtimes by talking to peer and initiating games
- a booklet developed by RRS to welcome new children to our school community
- use of the schools Superskills in assemblies and during lesson times
- regular RRS assemblies whereby children can begin to understand their rights and responsibilities and apply this attitude to their learning and peer groups
- lunchtime friendship club
- quiet area in the playground during lunchtime

- nurture provision for some children to provide a safe environment to discuss feelings, worries and concerns.

Roles and Responsibilities

We recognise that everyone has a role in ensuring bullying is dealt with as quickly and as effectively as possible. The responsibilities for each group are listed below.

The role of teaching and non- teaching staff

- To be responsible for the recording of all incidents of bullying that happen in their class, and that they are aware of in the school (see Appendix 1).;
- Inform the child's parents and the Headteacher.
- Be instrumental in ensuring the victim does not feel 'blamed' for bullying
- Take bullying seriously
- Promote a rights respecting culture where children understand the impact of their actions through their rights and responsibilities
- To remain impartial when dealing with and investigating incidences
- To be familiar with this policy and the ways in which to deal with any suspected or reported incidents of bullying.

The role of Parents/Carers

- Expect staff to take bullying seriously;
- Support the school in its policy against bullying by discussing it with their child;
- Contact the school (initially the class teacher) if they have concerns that their child is being bullied. All concerns will be taken seriously and appropriate action will follow;
- Support the school in its actions against those who bully;
- Look for unusual behavior in their child e.g. they may suddenly not wish to attend the school, regularly feel ill, or not complete work to their normal standard;
- Play an active part in their child's education. Ask them how their day has gone, who they have spent their time with and how lunchtime was spent;
- Not advise their child to "retaliate in kind." It usually makes matters worse;
- Discuss the policy on bullying and share child's version of 'what is bullying?'
- Explain to your child that our school is a "telling" school in which speaking out against bullying should not be seen as a weakness;
- Monitor with due regard to age restrictions the TV programs and videos their child watches and the computer games they might play.
- Monitor carefully their child's access to the Internet. Consider when and if it is appropriate for their child to use the Internet unsupervised.

Reporting bullying

All reports of bullying, no matter how trivial, will be investigated and dealt with by class teachers and senior leaders and recorded on a 'Bullying Incident Form' (see Appendix 1). In this way pupils will gain confidence in telling an adult. Serious cases of bullying will be referred immediately in the first incidence to **Esther Payne, deputy headteacher**. *Incidents*

of bullying will be recorded on a termly basis (see Appendix 2) by the Headteacher and will be reported each term to the GB in the Headteacher's Report.

Dealing with incidents of bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached in the following steps:

- A clear account of the incident will be recorded on the 'bullying incidence form' and given to the head teacher Zoe Harris or deputy headteacher Esther Payne.
- The HT or DHT will talk to the children concerned and will report the outcome to the class teacher/teachers of those children.
- Parents will always be contacted when incidences of bullying have been found.
- Where appropriate sanction(s) will be applied and parents will be informed of this.
- Staff will work with the victim in a range of ways to ensure that they have opportunities to discuss and feel at ease with the resolutions/ sanctions (against the bully) put in place.

When bullying is evident or reported:

- Staff will investigate – listen to all parties and witnesses.
- The child being bullied will be made aware that the incident will be dealt with.
- The emphasis of change will always be on the bully and not the victim.
- Parents of the child/children doing the bullying will be asked to attend a meeting to discuss their child's behaviour.
- The parents of the child being bullied will be informed and invited to meet with an appropriate member of staff for support.
- Staff will monitor the behaviour of both "victim" and "bully".

Support

The first priority will be to support the **victim**. The victim will be reassured and offered further support and efforts will be made to restore confidence and self esteem

Victims will:

- be listened to;
- be given support;
- understand that their actions/ colour/ race/ religion (or lack of)/SEN/ disability does not justify bullying nor should it be blamed for the bully/ bullies actions;
- not feel punished by any resolution implemented.

Sanctions

The child/children who have **bullied** will be helped to understand the impact of their actions on the victim, what happened and why it happened in relation to their understanding of their rights and responsibilities. They will be helped to understand that what they have done is wrong with reference to the RRS principles. Parents will be asked to help to change the attitude of the bully.

Possible sanctions include:

- Immediate parental involvement.
- Removal of the bully from the playground or classroom. Time out in another class or with a senior member of staff.
- Exclusion from playtime or lunchtime. The child either kept in by class teacher, senior member of staff, AHT, DHT or HT.
- Parents asked to take the child home at lunchtime.
- As a final resort, formal exclusion process instigated.

Other sanctions may be used as appropriate in discussion with those concerned.

Review

All incidents of identified bullying will be reviewed with children, staff and parents periodically to check that the victim of bullying has been supported appropriately and to review any further incidences should they have occurred.

Procedures for Dealing with Cyber Bullying

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time, the following procedures may be followed:

- Advise the child not to respond to the message;
- Secure and preserve any evidence;
- Inform the sender's e-mail service provider;
- Notify parents of the children involved;
- Consider delivering a parent workshop for the school community;
- Consider informing the police depending on the severity or repetitious nature of offence;
- Inform the Head teacher and the ICT leader.

If malicious or threatening comments are posted on internet site or other shared means to communicate with parents (such as seesaw app) about a pupil or member of staff, the following procedures will apply:

- Remove the comments or inform and request the comments be removed if the site is administered externally;
- Secure and preserve any evidence;
- Notify parents/carers of the children involved;
- Endeavour to trace the origin and inform police as appropriate;
- Inform the Head teacher and the ICT leader.

Monitoring and Review

The school and governing body will review this policy annually and assess its implementation and effectiveness. This policy and /or parts of it will also be presented to parents and children in a variety of formats and this policy may then be reviewed and amended where appropriate.

All members of the school community have a duty to ensure that children are protected at all times and understand their role, rights and responsibilities in keeping everyone safe.



Elmwood Infant School & Nursery

Bullying Incident Report Form

By (the person responsible for)	Name:		
	Ethnicity	Gender	Year Group
Against (the victim)	Name:		
	Ethnicity	Gender	Year Group

Nature of the Incident (Please tick and/or add details)

Physical assault	Name calling	Graffiti/defacing property	Offensive writing
Incitement of others	Cyber bullying	Other	

Brief description of the incident

Action taken/ to be taken (by whom)

Parent of Victim contacted?		Parent of Perpetrator contacted?	
Name of Staff Member Investigating:			
Date:			
Date of Review/Follow-Up:			

Follow Up Record

Date	Action Taken By	Brief Description of Action	Outcome

Has the bullying stopped?

Further action to be taken:

Any further comments:

Name: Position:	Date:
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