

## **Anti-Bullying Policy**

February 2019

At Speedwell we aim to create an environment in which everyone feels safe. We want our children to learn, play and be able to talk about any worries, confident that adults will listen and offer help. This document is a parallel policy to the Behaviour Policy and both have been developed through a process of consultation with all staff. The School Council has discussed Bullying as an issue and developed a child friendly version of the policy.

Every child has the right to:

- Expect people to be kind
- Feel safe and secure
- Be happy
- Have friends
- Feel accepted by all staff
- Enjoy coming to school

"Bullying is 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) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical"

*Quote taken from Department of Education advice (July 2013)*

Bullying is:

- Deliberately hurtful
- Repeated over a period of time
- Difficult for victims to defend themselves against

### **What types of bullying are there?**

- By race
- Sexual
- By disability/special needs
- Religious
- Cultural
- Appearance/perceived differences

- Cyber

The above can also include:

- Physical
- Verbal
- Indirect-spreading rumours, excluding from groups

### **How do we know that it is serious?**

When a person is bullied, s/he experiences pain, hurt and upset. Adults sometimes fail to recognise the extent of the torment felt by the victim and dismiss name calling, exclusion or teasing as unimportant, when this is not the case. We will always provide support to a victim of bullying to help them talk about and understand their feelings, and find ways to feel positive about themselves and their relationships with others at school.

However, as an Infant School we recognise that children are still learning how to interact with each other and to deal with conflict in an appropriate way. The statutory expectations at the end of the Foundation Stage identify typical expectations for a child at the end of Reception in these areas of learning. Only at the statement for those children working beyond these typical expectations is there an expectation that children will have an understanding of bullying. Therefore, we recognise that when bullying has occurred the perpetrator may not fully understand their behaviour and the impact it has on others. Where any incidents of bullying occur the school will always support the victim, and will also support the perpetrator to understand that their behaviour is not acceptable, the consequences of their behaviour on others, and to develop more appropriate strategies to manage relationships and challenging situations.

### **Prevention - A Whole School Approach**

Speedwell Infant School has the following Rights and Responsibilities for staff, pupils and parents / carers.

#### **Rights and Responsibilities of staff**

<b>Rights</b>	<b>Responsibilities</b>
To be supported by peers and managers	To ask for support when needed To offer support for colleagues and managers
To be listened to To share opinions	To listen to all others To give opinions in a constructive manner

To be treated courteously by all members of the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others To build positive relationships with children and parents To separate behaviour from the child
To be fully aware of the school's policy, systems and expectations	To seek and read information To take an active part in reviewing policies
To make mistakes	To allow others to make mistakes
To receive appropriate training for increasing skills in behaviour management	To support others in developing their skills in positive behaviour management To acknowledge areas of their own behaviour management which could be developed To try new approaches

### **Rights and Responsibilities of children**

<b>You can expect</b>	<b>We would like you</b>
To feel safe in and around the school	To behave in a way that makes sure everyone is safe in and around the school
Not to be bullied in any way	Not to bully others and to tell a grown up if you see any bullying
To learn	To come to school regularly To be willing to learn To let others learn
To be treated with respect	To respect everyone in our school community
To be listened to	To listen to others To give opinions in a way that will help
To make mistakes	To allow others to make mistakes
That your belongings will be safe in and around school	To be careful with equipment in and around school Not to steal or mistreat the belongings of others Bring in belongings that have your name on

## Rights and Responsibilities of Parents / Carers

You can expect	We would like you
To be treated with respect	To behave respectfully to all others
To be listened to To share opinions	To listen to others To give opinions in a constructive manner
To be kept informed about your child's progress	To make sure your child attends school regularly and on time To talk to your child about what she / he does at school and listen to and read with your child To talk to the class teacher if you have any concerns about your child's learning or well- being To attend meetings concerned with your child's progress and/or behaviour
To have access to the school's approach to promoting positive behaviour	To read information To take an active part To share concerns
To have concerns taken seriously	To share concerns constructively
To have concerns treated confidentially	To respect confidentiality outside school, including use of social media, e.g. Facebook

Through areas of the curriculum, pupils discuss ways in which young people might:

- Be physically safe
- Keep their own possessions
- Be free from teasing
- Be able to have friends
- Be responsible for creating this safety, freedom and friendliness for others

These discussions are brought about through all areas of the curriculum but particularly through:

- Regular sessions of circle time related to anti-bullying
- PSHE / PSED lessons
- Literacy
- Art work
- Regular assemblies specific to bullying and with related themes to encourage positive play such as friendship, trust and respect
- Role play and drama work
- ICT

### **Encouraging Co-operative Behaviour**

All staff are encouraged to "catch children being good", and orally praise them for this positive behaviour. A behaviour book in each class records incidents of unacceptable behaviour. Good behaviour is reinforced with the Golden Rules in classes and regularly in assemblies. Children have good behaviour rewarded with stickers, stamps and certificates throughout the day including the Star Behaviour System. Co-operative playground games will be taught and played at break-times. Individual equipment will be available for children to play with alongside and with other children. Lunchtime activities will encourage co-operation and sharing of experiences. Nurture group and lunchtime clubs encourage co-operative behaviour for some children.

### **Pupils who observe bullying**

Through discussions and responses listed, we aim to motivate peer pressure so that children take an active stand against bullying behaviour. Pupils are encouraged to stop bullying by:

- Not allowing someone to be left out of a group
- Not smiling or laughing if someone is being bullied
- Encouraging the bullied pupil to join their group or game
- Telling the bullying pupil to 'stop, go away'
- Showing the bullying pupil that they do not approve of their actions
- Telling a member of staff what is happening
- Y2 children take it in turns to be Playground Friends

### **Staff Response to Bullying**

Children have a right to expect helpful intervention from adults. Our aims are:

- To make the victim feel safe
- To make the victim know that what is happening to them is not their fault
- To encourage improvements in behaviour from the perpetrator and any colluders
- To follow-up after an incident to check that bullying has not started again
- To enable the victim to express feelings, explain what happened and who was involved
- To meet with all the people involved, including bystanders, either with or without the victim present
- To not attribute blame to a group but to let it be known that the group is responsible and to enable them to suggest ways of doing something about the situation
- To give praise to positive responses from the perpetrator/s

- To pass on expectations that the situation will improve and that all pupils will be met at a later date
- To demonstrate that bullying is unacceptable and will not be tolerated by taking direct and effective action
- To inform parents of all parties involved about the actions taken and observe and record behaviour of those involved over a set period and act accordingly
- To monitor the Anti-Bullying Policy
- To record incidents in the school behaviour records.

### **Information for pupils:**

If you are being bullied:

- Try to be calm
- Try to be firm, look the bully in the eye and tell them to 'Stop, go away' with a hand firmly held in front of the body
- Move away from the situation - do not run
- Tell an adult what has happened straight away - if you cannot tell an adult tell a playground friend - or a friend - you must tell someone so tell someone at home so they can help you tell someone at school
- Tell someone what happened and where
- Tell someone who was involved and who saw what happened
- How often this has happened
- What you have done about this already
- If you feel you cannot tell anyone, put your name in the worry box
- **Remember this is not your fault**
- **Don't blame yourself for what has happened**

### **When tougher measures are needed**

When pupils do not respond to the above steps in a positive way sanctions could include:

- Removal from a group within the classroom
- Withdrawal from break or lunchtime privileges - eg. Lunchtime clubs, playground friend role, dinnertime helper
- Time out in Headteacher's office

Fixed period exclusion would only be used as a last resort.

### **Information for families**

Parents and families have an important part to play in helping schools to deal with bullying.

- You have a right to know about this anti-bullying policy. If you wish to know more or to make any comments you are welcome to come into school.
- Discourage your child from using bullying behaviours. Show them how to resolve situations without using violence or aggression.

- Watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to notice that a problem exists. Don't dismiss it, contact the school immediately if you are concerned.

### **If you suspect your child is being bullied**

- Talk calmly with your child about the experience.
- Make a note of what your child says, who was involved, where, when and how often the bullying has occurred.
- Reassure your child that s/he has done the right thing in telling you.
- Explain to your child that this is not their fault; encourage them to tell the teacher immediately if any other incident occurs.
- Make an appointment to come into school to discuss the situation
- Stay in touch with school to monitor the situation.

### **If your child is bullying other children**

Many children may be involved in bullying at some time or other. Often parents / carers are not aware that their child is involved in bullying.

Children sometimes bully others because:

- They don't know that it is wrong
- They are copying older brothers/sisters or other people they admire
- They haven't learned other better ways of mixing with their friends.
- Their friends encourage them to bully.
- They are going through a difficult time and acting out their aggressive feelings.

### **To stop your child from bullying others**

- Talk with your child and explain that their behaviour is unacceptable and makes other children unhappy.
- Discourage other members of the family from bullying behaviour or using force and aggression to get what they want.
- Show your child how to play with other children without bullying.
- Make an appointment to see the class teacher. Explain the difficulties your child is having and discuss how you can work together to solve the problem.
- Check regularly with your child how things are going at school and with friends.
- Give your child lots of praise and encouragement when s/he is co-operative and kind to others.

### **Talking with teachers about bullying**

- Try to stay calm. Bear in mind that the teacher may be unaware that there is an issue.
- Be as specific as possible about the details your child has given to you, give dates, places and names of other children involved.
- Make a note of the action the school intends to take. There will be a copy of the action written in a file in the head's office.
- Ask if there is anything you can do to help.
- Stay in touch with the teacher. Let the teacher know if things improve or if problems continue.

### **If you are not satisfied you might like to consider the following:**

- Make an appointment to discuss the matter with the Headteacher.
- If this does not help contact the Chair of Governors, explaining your concern and what you would like to see happening. You can write to the Chair of Governors at the school address for the attention of the Chair of Governors.
- Follow the school's complaints procedure which is available on the school website or from the school office.
- Contact Local/ National Parent Support Groups for advice.
- Contact the Area Education Office or the Chief Education Officer.

To be reviewed:- February 2020