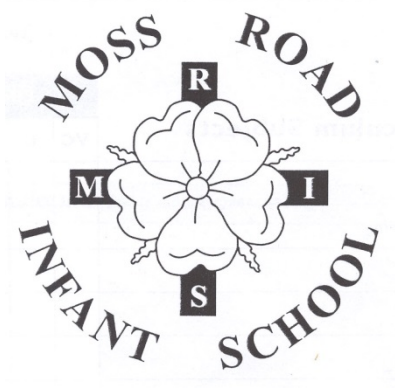


ASKERN MOSS ROAD INFANT SCHOOL

Anti Bullying Policy



ANTI BULLYING POLICY

Introduction

The DfE has stressed to all Governing Bodies that it attaches great importance to the eradication of bullying wherever and whenever it occurs. This policy document represents the school's practical endorsement of these sentiments and should be read in conjunction with the school's "Behaviour", "Safeguarding" and "Equal Opportunities" policies.

Definition

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

(Preventing and Tackling Bullying, DfE October 2014)

There are four widely acknowledged forms of bullying, which can occur singly, in conjunction with each other, but always repeatedly or in a sustained manner

- **direct physical bullying** (pushing; hitting; punching; kicking; theft)
- **direct verbal bullying** (yelling abuse at another; name-calling; taunts; insulting someone; using verbal threats)
- **indirect bullying, also known as social bullying or relational bullying** (spreading rumours; social exclusion; disclosing another's secrets to a third party; offensive graffiti).
- **'cyberbullying'**; these involve covert, or indirect bullying using electronic media, such as mobile phones and the internet (bullying by email; over the phone/by text message; using digital camera/camera phones to intrude on the privacy of others; through websites/social network sites/Instant Messenger). Cyber-bullying can happen at all times of the day and potentially reaches a bigger audience.

Bullying can happen to anyone. Research shows the bully is just as likely to be a girl as a boy and that there is often a difference of perception as what constitutes "bullying".

This policy covers all types of bullying including physical, verbal, indirect and cyber bullying. Bullying is often motivated by prejudice or perceived differences and may be related to:

- Bullying related to race, religion or culture
- Bullying related to age or special educational needs
- Bullying related to appearance or health conditions
- Bullying of young carers/looked after children
- Bullying related to home circumstances
- Homophobic bullying

Intimidatory behaviour can often be subtle, but is just as destructive and should be equally challenged. If a child has the perception of being bullied this must be taken seriously and responded to.

Objectives

The aim of this policy is to state categorically that no form of intimidatory behaviour will be tolerated. Specifically the policy seeks to establish the following:

1. That all members of the school community will support children through encouraging them to develop positive social skills and attitudes by learning how to relate to and respect each other
2. That all staff, teaching and non-teaching, should at all times seek to create an ethos in which bullying is quickly detected and confidently reported and thus cannot flourish.
3. That all staff, teaching and non-teaching, understand school procedures relating to prevention and tackling of any form of bullying in order to ensure there is a consistent approach to dealing with bullying.
4. That children and parents are aware that all bullying concerns will be dealt with sensitively and effectively.

Prevention Strategies

It is important to create an ethos of respect and work at developing positive relationships in order to prevent bullying occurring in the first place. As a school, bullying is prevented by:

- Stories, drama, role-play and discussions to reinforce and promote positive behaviours and empathy
- Giving children opportunities through PSHE and Circle Times to develop social and emotional skills in order to make judgements about their behaviour and how it effects others
- Raising issues in assemblies/class discussions; assemblies planned around agreed Golden Rules
- Ensuring the curriculum is rich and celebrates diversity
- Staff who are committed to listen to children and encourage them to be open about their feelings
- Positive reinforcement - praising children and rewarding them for kind, helpful behaviour
- Appropriate level of supervision: two adults on the playground; midday supervisor for each class; Teaching Assistants in each class
- Providing playground equipment to promote positive behaviour and interaction; providing quiet areas in the playground; ensuring all areas of the playground can be seen at all times; providing Friendship Stops

- Ensuring all children know they must go to an adult if they need help (if they get hurt, feel lonely, feel upset etc.)
- Keeping records of behaviour incidents to identify any patterns

Intervention Measures/Procedures

The school has agreed disciplinary measures that are designed to support the victim and show children who bully that they are wrong. The following procedures are in place to deal with bullying when it is reported:

- Children must be reassured that any complaint concerning bullying will be listened to and taken seriously; they are given time to talk in a quiet, safe place.
- All staff understand that they need to be vigilant and report any suspicions about bullying to the class teacher, Headteacher or Deputy Head.
- Staff meetings are used to discuss any 'Special Care' and share information concerning children who need to be closely monitored.
- It will be the class teacher, Headteacher or Deputy Head who will handle an incident of bullying. However, it is essential that all colleagues should challenge any form of bullying wherever and whenever it arises.
- The class teacher, Headteacher or Deputy Head will investigate by listening to all parties and witnesses; written records will be kept.
- Parents of children established as being involved in incidents of bullying would be contacted at the earliest appropriate stage. Parents will be asked to come into school to discuss the reported incident(s). Any incident must be handled sensitively but firmly. All decisions, agreements or actions must be confirmed in writing.
- Any children who have bullied others will be helped to understand that what they have done is wrong and that they need to change their behaviour.
- Children established as being responsible for bullying will be punished through a range of different strategies, including: Time Out/missing playtimes; instructed to play in a smaller designated area of the playground away from the victim; writing letter of apology; discussion with parents about withdrawal from after school activities or removal of treats; temporary removal from classroom to work away from peers.
- As a final resort, formal exclusion processes may be instigated.

Monitoring and Review of Policy

We will review this policy every two years or earlier if incidents occur that suggest the need for review. The school uses DfE guidance and Anti-Bullying Alliance guidance to inform its policy relating to prevention and tackling of bullying. Staff and Governors are consulted regarding the review and policy decisions.

This policy will be successful if:

- children feel safe and secure at school
- children know what to do if they feel threatened or frightened by anyone
- parents, staff and governors are familiar with the policy and procedures

ADDITIONAL INFORMATION:

The different roles within bullying incidents

- **The Bully** – the person responsible for the bullying
- **Assistants** who join in and assist the bully
- **Reinforcers** who do not actively attack the victim but give positive feedback to the bully, providing an audience by laughing and making other encouraging gestures
- **Outsiders** who stay away, not taking sides with anyone or becoming actively involved, but allowing the bullying to continue by their 'silent approval'
- **Defenders** who show anti-bullying behaviour, comforting the victim, taking sides with them and trying to stop the bullying.

SPECIALIST ORGANISATIONS:

- The Anti-Bullying Alliance (ABA)
- Kidscape
- The Diana Award
- The Big Award

CYBER-BULLYING:

- Think U Know (Child Exploitation and Online Protection – CEOP)
- ChildNet International
- Digizen → The UK Council for Child Internet Safety (UKCCIS)

LGBT:

- Educational Action Challenging Homophobia
- Schools Out
- Stonewall

SEND:

→ Mencap

→ Changing Faces

RACISM:

→ Show Racism the Red Card

→ Kick Out

→ Anne Frank Trust