



## CHRIST CHURCH CE INFANT SCHOOL ANTI - BULLYING POLICY

**Date reviewed: Autumn 2017**

**Date of next review: Autumn 2018**

### **Introduction**

At Christ Church Infant School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We expect pupils to feel safe in school, and to have an understanding of the issues relating to safety, such as bullying. We also want them to feel confident in seeking support from school should they feel unsafe.

### **Policy Development**

This policy was originally formulated in consultation with the whole school community, with input from members of staff, governors, parents/carers and children. Pupils contributed to the development of the policy through the School Council, circle time discussions and feedback following our Anti-Bullying Week. Parents were invited to contribute through two workshops on anti-bullying run at the school.

### **Roles and Responsibilities**

The Head of School has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Local Authority and outside agencies. The Head of School is responsible for appointing an anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The anti-bullying coordinator in our school is Miriam Morris.

The anti-bullying responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- The nominated Governor with the responsibility for anti-bullying (Behaviour) is: Lynne MacKenzie

### **Definition of Bullying**

*'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.*

Safe to Learn: embedding anti-bullying work in schools (2007).

## **How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

## **What does bullying look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories.'

## **Why are children and young people bullied?**

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- pupils
- pupils and staff
- between staff
- individuals or groups

Certain groups of pupils are known to be particularly vulnerable to bullying by others. These may include pupils with special educational needs such as learning or physical disabilities, young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or are questioning their gender role.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is unwilling to go to school
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go missing
- has unexplained cuts and bruises
- stops eating
- is frightened to say what is wrong

## **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers and children) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). All reported incidents will be taken seriously and investigated involving all parties.

### **Procedure for dealing with bullying**

- If an incident of bullying is reported, both victim and the bully/bullies, as well as any witnesses, will be talked with individually by the teacher and/or the Head of School
- Facts will be established as clearly as possible and the bully/bullies made aware of the seriousness of their behaviour. The bully/bullies will be told the consequences of their actions (see rewards and consequences), supported in coming up with solutions, using restorative justice approaches and offered support and counselling
- The victim will be offered support, guidance and comfort
- Both parties' parents will be informed and talked with by the Class Teacher and/or Head of School
- The Head of School will be informed and the incident logged in the Incident Log Book
- If the bullying continues, the bully/bullies will be talked with again and further consequences implemented. The bully's/bullies' behaviour will be monitored and a written log kept
- If the bullying still continues the Head of School and Governing Body will be involved and consider appropriate consequences and an action plan which could include:
  - Exclusion from the class
  - Loss of break times
  - Exclusion from school or premises

### **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the anti-bullying coordinator.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development and review of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually.

## **Strategies for Preventing Bullying**

As part of our on-going commitment to the safety and welfare of our pupils at Christ Church School we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- At the beginning of each academic year class teachers will clarify and agree classroom rules and consequences, based on the rights, responsibilities and rules specified in the school's Behaviour Policy. The class teacher will recap on the rules at the beginning of each half term
- Parents will be informed of the rules and rewards and consequences annually at the meet the teacher meeting
- Staff will work together to actively promote and 'model' positive behaviour, attitudes and values
- Whole school assemblies will focus on positive behaviour and heightening awareness of rights and responsibilities, review and reinforce rules, as well as discuss bullying and its consequences
- Restorative approaches will be used to deal with behaviour
- Annual anti-bullying week
- Anti-bullying staff training
- Anti-bullying information workshops and literature for parents
- PSHE lessons
- Cyber bullying and safety education
- Circle time
- Opportunities for children to talk staff

## **Expectations of all staff**

- Deal with all bullying behaviour - ignored behaviour is seen as being condoned; please report incidences to the Head of School
- Act as a role model for pupils in your interactions
- Encourage pupils in their discussion of feelings and emotions; supervise pupils in their discussion of feelings and emotions
- Supervise pupils positively (lots of references to their good social behaviour)
- Be prepared to challenge racist or sexist language of pupils (and adults)
- Listen to pupils and be prepared to act on their information
- Work on promoting self-esteem among pupils
- Be on time for duties
- Use teaching and learning styles that encourage positive behaviour
- Be firm and insistent

**Links with other policies**

Behaviour Policy

Child Protection Policy

Acceptable Use Policy

Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability

PSHE Policy

Raising Concerns and Complaints Policy and Procedure

**References Documents and Related Policy/Guidance**

Preventing and Tackling Bullying, DfE 2011

Equality Act 2010

Bullying – Don't Suffer in Silence – An Anti-Bullying Pack for Schools" (64/2000), DfE 2000