



Bernards Heath Infant and Nursery School

Anti-Bullying Policy

November 2016

At Bernards Heath Infant and Nursery School we believe that all children are entitled to an education that enables them to achieve the highest levels within their capability; one that develops the whole child by meeting their social, emotional, physical, intellectual and moral development encouraging purpose, self-discipline, independence and community responsibility in a caring and secure learning environment.

The aim of our Anti-Bullying Policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

DfE 2015: There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

At Bernards Heath Infant and Nursery School, we further define bullying as one child deliberately using his or her power to make another child feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time.

It is important to make a distinction between the normal "rough and tumble" of the playground and behaviour which could justifiably be regarded as bullying. Whilst the school would not wish to encourage rough play some incidents will occur. Bullying behaviour, on the other hand, has very specific characteristics.

The overlap between bullying and teasing is an important one to recognise because playful teasing, while not encouraged, may be relatively insignificant. If the teasing involves persistent intimidation and results in distress, it falls under the definition of bullying.

Punishing bullies does not end bullying. At Bernards Heath we stress that it is the bullying behaviour, rather than the person doing the bullying, that is not liked. We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end any bullying and provide support for the bullied pupil.

Our Anti-Bullying Policy and practice includes a range of strategies adapted to suit particular incidents through a whole school approach, including:

- Ensuring that the whole school understands what bullying means
- Making it clear that no bullying of any kind is tolerated
- Allowing children to report incidents without feeling they are telling tales
- Ensuring that incidents are taken seriously, investigated and, if necessary, acted upon
- Systematically recording incidents helping us to review and evaluate our policy and practice
- Peer Support Systems: Developing listening, social skills, self-esteem, confidence in peers, mediation and befriending
- Programmes of lessons in the school curriculum and weekly Circle Time - sharing skills and experiences
- Whole School Assemblies: To raise awareness of bullying issues and providing a whole school focus for bullying
- Induction for all new staff and annual whole school review of procedures
- Training staff so that they can better identify bullying and help vulnerable children
- Assertiveness Training: Aiming to change the behaviour of pupils who are vulnerable or bullied and to help them use verbal and body language in a way that discourages bullying, including how to respond to bullying in a calm, controlled manner. This can include how to make assertive statements, deal with name-calling, getting help from bystanders, etc.
- Use of Sanctions: These might include: removal from class, missing playtime/lunchtime, withholding participation in non-curricular activities such as school trips and sports events, fixed periods of exclusion
- Working with parents and carers to promote good behaviour, encourage involvement in promoting the school ethos and consulting over the school's approach to bullying
- School Council weekly meetings to regularly meet with representatives from each class to assess any problems related to bullying
- Monitoring the school grounds so that we continue to provide a safe, secure, active and easily supervised environment
- Questionnaires for use with pupils, parents and staff
- Feelings Box: a place where children can write about how they are feeling. This is monitored by Senior Leaders.

### What are possible signs of bullying?

Parents are often the first people who become aware of an unexplained change in the behaviour of their child. This may take the form of a change in sleeping pattern, a lack of interest in

food, reluctance to come to school, damage to the child's property, an uncharacteristic quietness, unusually boisterous behaviour or silence. Children who are being bullied may show other changes in behaviour, such as becoming shy and nervous, feigning illness or clinging to adults. There may be evidence of changes in their learning or a lack of concentration. Parents should feel able to come and discuss these issues in school so that investigations and strategies can be put into place. Teachers, Teaching Assistants and support staff are in a strong position to recognise signs of bullying which may relate to changes in behaviour or sudden change in learning standards. This should be addressed immediately; many children may remain silent with their parents but feel able to tell an adult in school. It should also be recognised that children will feel able to approach certain adults within school but not others.

### Procedures for dealing with incidents

There are various levels of approach allowing for the severity of, and any recurrence of, incidents. All such incidents, however minor, should be reported to the Head Teacher and, where necessary, recorded in the school incident book.

Teachers should:

- Listen sympathetically to the child who has suffered bullying
- Reassure the child and tell him / her that the problem is not with them but with the bullying behaviour
- Talk to the child who is using bullying behaviour and refer to our Rules and Consequences
- Agree with both parties an action that will be taken and monitor this
- Talk to the parents of both children
- Keep a log of events and actions and pass these to the member of staff responsible. The Head Teacher should be informed and updated regularly

Support Staff should:

- Immediately inform the Class Teacher or Head Teacher about their concerns

### Sanctions Available

It is very important that each incident is addressed at an early stage when strategies may focus on helping both parties deal with social interaction in an acceptable way. A range of progressive sanctions are available, if required.

These are:

- Formal discussion with the child displaying bullying behaviour
- Discussion with parents
- Loss of playtimes
- Loss of lunchtimes
- Withdrawal of child from class to the Head teacher or Deputy (never just outside the classroom)

- Exclusion during lunchtime periods
- Exclusion period from school
- Permanent exclusion

It would be hoped that for the majority of cases any incident could be solved at an early stage before major sanctions are needed.

### Bullying of Staff

If a member of staff is subject to physical or verbal abuse they should:

- If possible, walk away from the situation
- Immediately report the incident to the Head Teacher or a senior member of staff
- If necessary, get immediate medical attention
- Follow the School Policy on Bullying and Harassment for adults

The Chair of Governors would be immediately informed of the incident.

### Prevention and support

All children are told about the procedures available to tell an adult at school about bullying behaviour. During Anti-Bullying week in November 2015 all children talked about five people they could talk to if they were worried or sad about something. They used their hand and assigned one person to each finger and thumb. It is important to recognise that understanding of bullying varies with age. Children learn how to report bullying behaviour from:

- School Assembly themes
- School Council discussions
- PSHE and Circle Times
- Computing and eSafety lessons
- Other children and adults at school

Children are encouraged to look after and support each other throughout school:

- In cases where a child/children are seen to exhibit bullying behaviour, children are encouraged to tell an adult
- Children are encouraged to look after the welfare of other children and report incidents of bullying behaviour to an adult

Appropriate behaviour and whole school support is emphasised as part of the wider curriculum through:

- Circle Time
- Personal, Social, Health, Emotional (PSHE) curriculum

## Intervention

The school will, when necessary, bring in support from external agencies such as:

- Attendance Improvement Officer
- Child Protection advisers
- Educational Psychologists
- Child and Family Clinic

## Implementation

The school Publication Scheme includes provision to supply parents with copies of this policy. All staff have access to a copy of the policy. The policy is explained to children, at an appropriate level, through assemblies and class discussions, e.g. Circle Time. This policy is available on the website and is referred to via the newsletter each time it is reviewed/updated.

## Monitoring

This policy and its effectiveness will be monitored, evaluated and reviewed annually by the School Improvement Committee.

Next review due: October 2017