

Stoughton Infant and Nursery School

Northmead Junior School



Antibullying Policy

Date Reviewed: 03/2024

Reviewed By: LGB

Next Review Due: 03/2026

Review Cycle: 2 Years

Opening Statement

Stoughton Infant and Nursery School and Northmead Junior School and are committed to developing an anti-bullying culture where bullying of children or adults is not tolerated in any form. 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.

Definition

The Anti-bullying Alliance (ABA) defines bullying 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”

Forms and Types of Bullying

Bullying can include:

- Physical – pushing, poking, kicking, hitting, biting, pinching
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Racist - racial taunts, graffiti, gestures
- Homophobic - because of, or focussing on the issue of sexuality
- Emotional – isolating others, tormenting, hiding belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals

It is important to understand that bullying is not the odd occasion of ‘falling out’. The making and breakdowns of friendships are an important part of growing up. When children ‘fall out’ they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these.

Aims of Policy

- To provide a safe, caring environment for our school communities, especially the children in our care
- To prevent bullying from happening between children who are a part of our school
- To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- To provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously and acted upon
- To reassure children that they will be listened to and that it is all right to tell
- To heed parents and keep them informed of actions taken in response to a complaint
- To ensure a full investigation follows any report of bullying
- To take appropriate action, including exclusion in cases of severe bullying
- To monitor incidents of bullying

The Signs of Bullying

There is no definitive way of identifying that a person is being bullied. The following physical and behavioural signs have been identified as possible indicators that bullying has/or is taking place:

- Significant changes in normal behaviour or attitude
- Appearing upset
- Being withdrawn/low mood
- Appearing frightened or subdued, possibly in the presence of particular people
- Flinching at actual or anticipated physical contact
- Asking not to be hurt
- Refusal to eat
- Refusal to participate
- Unwillingness to travel on public transport
- Not wanting to go to a certain venue
- Starting to bully others
- Incontinence
- Vomiting
- Unexplained illness
- Claims of feeling unwell with no apparent signs or symptoms
- Bruising or other physical marks
- Torn clothing
- Unexplained loss of money or possessions
- Sleepless nights
- Repeating words the perpetrator has said to them, e.g. "shut up or I'll hit you".

Procedures for Dealing with Bullying

- Staff will not make premature assumptions
- All reported incidents are taken seriously and followed up immediately by the teacher involved or a member of the SLT as appropriate
- The victim is reassured that they have done the right thing by telling and not to be afraid- that silence is the friend of the bully
- Detailed investigations are instigated as a fact-finding exercise. Staff will listen carefully to all accounts
- When it is ascertained that bullying has taken place, the bully is presented with evidence and an explanation is sought
- The perpetrator is taken through the incident to illustrate why the behaviour is unacceptable, what alternative behaviour they could have taken, and what steps need to be taken to put right what has happened
- Sanctions for the perpetrator could include: withdrawal from favoured activities e.g. Golden Time, loss of break times as appropriate, internal exclusion, suspension from school
- All parents are informed
- All relevant staff informed and asked to monitor
- The victim is reassured that strategies are in place to prevent any further incidents and make them feel safe
- Support is provided for the perpetrator which may include behaviour targets and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals.
- Over the longer term the relationship between the victim and perpetrator is closely monitored to ensure that the behaviour is not repeated
- The victim is monitored to ensure that they do not become the target of other bullying behaviour from other children

- The behaviour of the perpetrator is monitored to ensure that other bullying incidents with other children do not take place
- If the problem is causing major trauma/distress to the victim, then help from HSLW/ELSA/Therapists will be sought

Recording and Reporting Procedures

- CPOMS is used to record all incidents of bullying and this forms the bullying log
- All incidents must be reported to the Deputy Headteachers and Headteacher
- All incidents must be reported to the parents of both the perpetrator and the victim
- The number and type of bullying behaviours are reported to the Local Governing Body in the Headteacher termly report.

Bullying off the School Premises

Stoughton Infant and Nursery School and Northmead Junior School is not directly responsible for bullying off the school premises; however, if both the victim and the bully are pupils at either school support will be given using procedures in this and the behaviour policy.

We will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

Bullying Directed Towards Race, Gender, Sexual Orientation, Disability or individuals from the protected groups named in the Equality Act

We will not tolerate bullying against anyone because of his or her race, gender, sexual orientation, disability or inclusion in a protected group (Equality Act). The schools will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising for example from race, gender, ability or disability.

In cases that include racial bullying/harassment a full investigation will be carried out, recording incidents under the appropriate category on CPOMS and completing the Local Authority return. Stoughton Infant and Nursery School and Northmead Junior School has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and in RE lessons.

Special Education Needs or Disabilities

Children in more vulnerable groups such as those with SEND or a disability may be affected by bullying. Likewise, high attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this as seriously as any other type of bullying.

Links with other policies

This policy should be read in conjunction with the Disability Access Plan, the school's Equality documents, Whistle Blowing Policy and Allegations Policy.

Appendix 1

Strategies for Preventing Bullying

We believe that our anti-bullying procedures should not start at the point at which a child has been bullied. We create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.

We support staff to promote positive relationships, explicitly teaching children what these relationships look like on and offline.

We use a variety of methods to support children in developing effective strategies to prevent and understand the consequences of bullying including:

- We use our PSHE (Personal, Social, Health & Education)/SMSC (Spiritual, Moral, Social & Cultural) planning to teach good social skills in line with Modern British Values (MBV)
- Explicitly teach our school values and rules and refer to these continually
- Celebrate uniqueness and each of our differences
- Foster good communication skills
- Create a caring atmosphere where children feel safe to express their feelings
- Reward children who have followed the school rules and values
- Build children's confidence and self-esteem
- Staff to make it explicit that they value and support all children
- Deal with bullying promptly. Do not ignore it.
- Inform the parents of both the bully and the victim and tell them the strategies you are employing to stop the bullying
- Support parents of both bully and the victim by ensuring that they know which are the undesirable behaviours to be eliminated, their impact on the child being bullied and which are the desirable behaviours to be encouraged
- Be aware that the victims of bullying need support
- Agree a structured individual programme of rewards and withdrawal of privileges
- Agree regular times to review the programme and assess its effectiveness and progress
- Provide the bully with supervised play in a quad with a partner or small group to foster social skills
- Worry Monsters and Worry Boxes
- SMART with a Heart online teaching

Strategies

- Involving the class in befriending and supporting the victim
- Involving the class in encouraging and reinforcing appropriate behaviour in the bully
- Providing the victim with a buddy who can support him/her at playtimes
- Helping the victim towards greater self-esteem, confidence and assertiveness

Appendix 2

Child Friendly Anti-Bullying Poster

What is Bullying?

Deliberate
The person is doing it on purpose to hurt or upset someone else.

Repeated
The person does it more than once over more than one day.

Targeted
The person is doing it to someone who is a less powerful person.

STOP Several Times on Purpose

Types of Bullying?

Emotional
Being unkind, name calling
Leaving other children out

Physical
Hitting
Kicking
Pushing

Racial
Being unkind about the colour of another child's skin colour, culture or beliefs

Cyber
Being unkind online
This can be during games on In messages

Sexual
Inappropriate touching
Being unkind about your gender

What to do ?

- 1** Stop it!
I don't like that!
- 2** Walk away and ignore them
- 3** Tell a grown up