



Anti-Bullying Policy

Agreed by FGB

November 2022

Review frequency

Annual

Next scheduled review date

November 2023

Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can take many forms, but three main types are:

- Physical-hitting, kicking, taking belongings
- Verbal-name calling, insulting, making offensive remarks
- Indirect-spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Staff, parents and children at Stoughton Infant School work together to create a happy, caring and safe learning environment where everyone is respected and valued and people understand and express their feelings appropriately. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Our policy aims to ensure that there is no bullying of any kind within our school and that pupils are taught strong values that would also prevent bullying away from the discipline of school life. This includes racist bullying, homophobic bullying, cyber bullying, sexual bullying, bullying of SEN or disabled pupils.

The victim(s), their friend(s), their parent(s), their carers or other interested people may bring bullying to the attention of any member of staff.

Aims of Policy

- To provide a safe, caring environment for the whole school community, especially the children in our care
- 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 will know 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

Procedures for Dealing with Bullying

In dealing with bullying, staff at Stoughton Infant School follow these fundamental guidelines:

- Never ignore suspected bullying
- Do not make premature assumptions
- Listen carefully to all accounts
- Adopt a problem-solving approach that moves pupils forward from self-justification
- Follow up proven cases to check bullying has not returned
- Ensure the Head teacher is aware of strategies implemented and progress

Strategies have been introduced at our school to reduce bullying. These strategies cover raising awareness about bullying and the Anti-bullying Policy, increased understanding for victims and teaching pupils how to manage relationships in a constructive way. The curriculum for Personal, Social, Health and Emotional Development and

Citizenship supports this. It is also covered during PSHE lessons, assemblies and anti-bullying week. We teach assertiveness and other social skills and teach victims to say ‘Stop it I don’t like it!’ and to get help from an adult.

Appendix 1 & Appendix 3

In response to possible bullying, this and our behaviour policy will be followed, with staff making a full investigation and taking appropriate actions. The emphasis will always be one which demonstrates our school values of positivity, courage, perseverance and love and nurture.

All staff, taking into account the perceived seriousness of the situation, will follow these procedures:

- Discuss the nature of the bullying with the victim, noting all the facts
- Identify the bully/bullies and any witnesses
- Give others the opportunity to talk about the situation
- Discuss the incident(s) with the alleged bully/ies. Discuss with them the allegations and encourage them to tell the truth about the situation/incident
- If the bully owns up, make it understood that bullying is not acceptable. Ensure they understand the effect it has on the victim and the rest of the children in the class/school
- If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred
- Hold separate discussions with parents of bully and victim
- Sanctions for the bully could include:
 - withdrawal from favoured activities e.g. Golden Time
 - loss of break times as appropriate
 - internal exclusion
 - suspension from school
- Provide support for the victim with the Class Teacher monitoring and staff observing at break times and lunchtimes, and through discussion to make sure there is no repetition
- Provide support for the bully. This 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. The Class Teacher will support the child during this programme
- Ensure all appropriate staff are informed including midday supervisors

In order to reduce incidents of bullying and recognise bullies, all staff watch for early signs of distress in pupils.

Bullying off the School Premises

Stoughton Infant School is not directly responsible for bullying off the school premises; however, if both the victim and the bully are pupils at the 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 school 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 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.

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

How to prevent bullying

- In partnership work with Northmead Junior School, 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

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.

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**

What to do ?

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

Appendix 3

School Council [Anti-Bullying Video](#)

