



## GALLEYWOOD INFANT SCHOOL

### Anti-Bullying Policy May 2011, updated June 2014

At Galleywood Infant School we are committed to a policy of inclusion and equality where all children learn to value diversity and respect one another. Bullying behaviour is totally unacceptable and we actively seek to ensure that all children feel happy and safe in school.

#### **We aim to:**

- Promote a secure and happy environment, free from the threat of verbal, physical or indirect bullying;
- Produce a clear and effective school response to any bullying incidents that may occur
- Make all those connected with the school aware of our strong opposition to bullying

#### **What is bullying?**

Bullying is being deliberately hurtful to others or behaving in a way that causes them to feel threatened or unsafe. It is often repeated over a period of time. Bullying behaviour may be secret or covered up and can therefore be difficult to detect.

The Anti-bullying Alliance defines bullying as:

*The repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.*

Bullying is not usually an isolated incident and neither is it when children occasionally have an argument. It can take place at any age and in any place. Bullying can take different forms e.g. homophobic bullying, gender bullying, racist bullying, cyber bullying. Bullying can take place in all relationships: between pupils, between pupils and staff or between staff.

Bullying affects:

- safety and happiness
- self esteem and confidence
- academic achievement

#### **We promote anti-bullying behaviour through:**

- Maintaining a school culture that values and celebrates differences, and does not tolerate discrimination
- Encouraging and developing good relationships between children and between staff
- Having a programme of social education that promotes positive attitudes, supports the development of friendships and builds self esteem
- Actively encouraging children to seek support with any problems and giving them time and privacy to share any concerns
- Working with children to help them grow in understanding of the consequences of their actions
- Having clear procedures, understood and reviewed by all stakeholders;
- Having an atmosphere of openness and honesty in line with the school values and ethos
- Having effective channels of communication so that patterns of behaviour become visible
- Working as a community to support children and adults who are or may become vulnerable
- Having a well supervised school site;

#### **We take positive action to prevent bullying through:**

- Publishing an anti-bullying policy and making it available to all stakeholders via the School Council, school website and through staff team meetings.

- Assembly themes, PSHE curriculum, circle times and discussion
- Promoting positive behaviour through our 3 school rules
- Teaching children to identify and talk about their feelings
- Teaching children to be assertive and stop a game they are not enjoying
- Encouraging children to care for and help one another and to invite children who may be left out into their games
- Ensuring all children know someone they can talk to if there is a problem
- Having an open door approach where parents inform us of any concerns at an early stage
- Listening attentively to children and parents, taking them seriously and investigating appropriately.
- Providing children with a wide variety of methods to encourage communication, e.g. circle time, worry box, designated adult;
- Following the Stop, Think, Choose, Do approach, where children need some support with behaviour choices (Smart Thinking)
- Making opportunities for mixed age activities across year groups and with St Michael's
- Discussing safety and suggestions for improvements at least annually by School and Class Councils
- Reporting incidents that occur in the playground to the class teacher or Headteacher. These are logged in the HT's incident book together with any actions taken.
- Modelling good behaviour and supporting the inclusion of everyone in friendship groups.
- Reading stories for special situations (library) including some that address anti-bullying.

### **What should parents do if they think their child is being bullied?**

The first point of contact is the child's class teacher. The headteacher is actively involved in such cases through discussion with the children concerned and the class teachers. Parents are encouraged to share their concerns so that prompt action can be taken.

### **When bullying is reported**

- We make it clear that bullying is not tolerated and that those who have reported it have done the right thing in telling someone and asking for help.
- We take it seriously, investigate thoroughly and sensitively and take appropriate action
- We listen sympathetically to the perpetrator to develop an understanding of why they might be exhibiting this behaviour in order to prevent a recurrence;
- We determine the sanctions depending on the particular circumstances and according to the school's behaviour policy.
- The HT records incident details including actions and outcomes in the Incident Log.
- The HT informs parents of the schools concerns and any actions as soon as possible
- Bullying that takes place outside school may be investigated in the same way where it impacts upon children's wellbeing and the school day.
- Support is given to the children involved (to the bullied, the bully and if appropriate to bystanders) on an individual or group basis or as part of a whole class activity. Clear expectations of future behaviour are explained to the children; work may take place to raise individual self esteem, teach calming strategies or develop personal, social and emotional skills.
- Consider involving an appropriate member of the schools team to work with the bully or bullied child: Family Support Worker, Counsellor, Learning Mentor, Wellbeing Counsellor, in consultation with a child's parents/ carers and class teacher.

- A very serious incident of bullying could result in exclusion for the bully and/ or referral to an outside agency such as the Social Care team.
- All staff are made aware through staff meetings, TA meetings or MDA update; staff monitor the situation and communicate effectively to minimise the risk of further incidents.

### **Responsibilities**

It is the role of the Headteacher and Governors to oversee the implementation of this policy.

It is the role of the Headteacher to investigate, address and record incidents of bullying and to inform parents/ carers of decisions and actions taken.

It is the role of school staff to take concerns seriously, listen actively to children, share information with colleagues as necessary and work together to keep all members of our community safe from bullying behaviour. Staff should keep notes of who, what, where, when to aid further investigations.

It is the role of parents/ carers to notify the school of any concerns, allowing the school to investigate and deal with any issues according to the policy.

### **Monitoring and Evaluation**

Regular discussion between teaching and non teaching staff will evaluate the effectiveness of the policy in preventing and dealing with incidents of bullying. Playground activity is monitored daily. Governors receive a report on incidents of bullying annually in the summer term and the policy is reviewed annually.

**Policy Links:** Teaching and learning, Behaviour, Equality Policy & Scheme, Safeguarding & Child Protection, PSHE, E-safety Policy.

Agreed by staff on 6<sup>th</sup> May 2014

Agreed by the school council on June 2014

Ratified by governors on 2<sup>nd</sup> July 2014 Review date July 2017