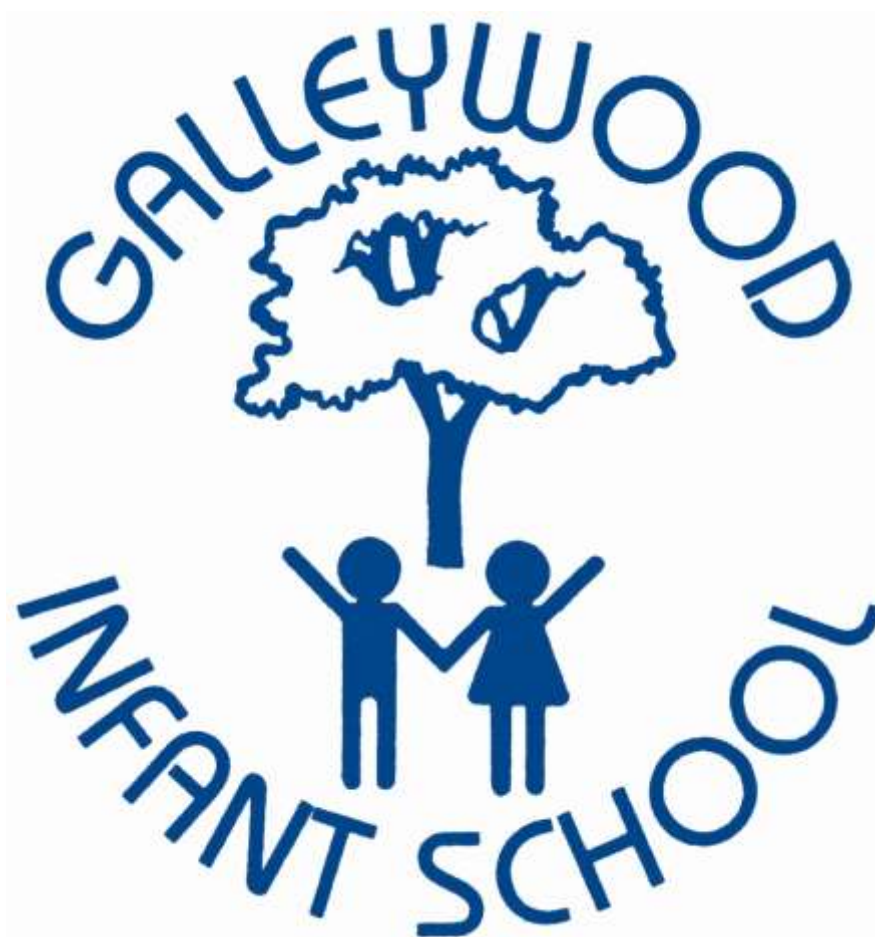


Galleywood Infant School

Anti-Bullying Policy

Reviewed and updated January 2019, January 2023



Discussion with Learning and Ethos Committee 31st January 2019

Ratified by governors on 26th March 2019

Reviewed by staff and governors: January 2022, with amendments January 2023

GALLEYWOOD INFANT SCHOOL

Anti-Bullying Policy



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 our school.

We aim to:

- Promote a secure and happy environment, free from the threat of verbal, physical or indirect bullying;
- Ensure that every child at Galleywood Infant School knows how to access help and support
- 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.

The ECC Antibullying steering group 2008 defines bullying as:

Bullying is any behaviour which is perceived by the targeted individual or any other person as intending to hurt, intimidate, frighten, harm or exclude.

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:

- **Non- verbal (physical):** hitting, kicking, taking belongings, intimidation, invasion of space, homophobic.
- **Verbal:** name calling, insults, racist remarks, threats, taunting, homophobic.
- **Indirect:** spreading rumours, exclusion from social groups.
- **Cyber bullying:** the use of technology, particularly phones and the internet, to deliberately upset someone else. (see expanded section below)

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

The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. The school has a clear policy on the promotion of positive behaviour. (See our Behaviour Policy)

All children are reminded through class PSHE lessons and assemblies that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school. See also: ***Preventing and tackling bullying. Advice for headteachers, staff and governing bodies July 2013***

Strategies for dealing with Cyber Bullying

Cyber bullying differs from other forms of bullying in that it can take place at any time and can invade previously safe places such as the home. Cyber bullies can communicate their messages to a wide audience with remarkable speed and can often remain unidentifiable and unseen.

Cyber bullying includes:

- **Text message bullying**

- **harassment via social media**
- **phone call bullying**
- **email bullying**
- **chat room bullying**
- **bullying through instant messaging**
- **bullying through websites**
- **bullying through on-line gaming**

We ensure that all e-communication used on the school site or as part of school activities off site are monitored. Blocking technologies are continually updated and harmful sites blocked. Security systems are in place to prevent images or information about pupils being accessed improperly outside school. Although cyber bullying is most likely to happen outside the school and involve older children we will support and liaise with parents, children and the police to manage incidents successfully. E-Safety is included within PSHE and computing curriculum at Foundation Stage and Key Stage 1. Parents are reminded via newsletters that many popular social media sites and apps are suitable for older children, not those aged between 4-7yrs. The school subscribes to some safe and appropriate sites, for which children have a personal login. E Safety updates are provided via newsletters and E Safety talks are offered annually for parents.

We promote anti-bullying behaviour through:

- Maintaining a school culture that values and celebrates differences, and does not tolerate discrimination
- Maintaining a culture of vigilance throughout the school, and the attitude that “it could happen here” in relation to bullying behaviour
- 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:

- Promoting positive behaviour through our ethos of kindness and respect, and our 3 school rules
- Teaching children to identify and talk about their feelings through our SCARF PSHE programme, and through stories
- Teaching children to be assertive and confident to 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- talking to them as part of our PSHE programme about their “safety circle” of trusted adults at school and at home.
- Publishing an Anti-bullying policy and making it available to all stakeholders via the School Council, school website and through staff team meetings.
- Publishing our Behaviour Policy; having a clear and consistent approach to managing behaviour in school
- Assembly themes, PSHE curriculum, circle times and discussion
- 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, role play, stories, drawing cartoon strips, 1-1 time, social skills groups.
- 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 occasionally 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.
- Modelling good behaviour and supporting the inclusion of everyone in friendship groups.
- Reading stories for special situations (library) including some that address anti-bullying.

Staff are trained to look out for changes in behaviour which could include:

A child who is withdrawn, on their own or finds it difficult to make friends

A child who finds it difficult to concentrate on classwork

A child who may become disruptive and / or aggressive in class

A child who is reluctant to come to school, to go outside at playtimes

Children are given “time to talk”: the opportunity to express their thoughts and feelings with a chosen adult either individually or within a small group.

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.

Procedure for all incidents:

Stage 1

- We listen to the concern, take it seriously and undertake to handle it sensitively.
- 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.
- The Headteacher, Deputy Headteacher or Learning Mentor gathers information from all relevant parties (e.g. class teacher, TAs, MDAs, other members of school staff, peers, parents)

Stage 2

- Decision is made about whether the allegation is isolated or part of a pattern.
- We determine the actions depending on the particular circumstances and according to the school’s behaviour policy.
- The Headteacher/ Deputy Headteacher in consultation with the class teacher agree action.

Stage 3

- The HT records incident details including actions and outcomes in the Incident Log.
- The HT informs parents of the school’s concerns and any actions as soon as possible

Stage 4

- We listen sympathetically to the perpetrator to develop an understanding of why they might be exhibiting this behaviour in order to prevent a recurrence;
- 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 for 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.
- 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.
- 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.

Stage 5

- Ongoing monitoring by HT/DHT/Learning Mentor, checking in with relevant parties.

Action for isolated incidents

Depending on the nature of the incident action will be taken in line with the school’s Behaviour Policy.

Records will be kept and staff will monitor.

Action for pattern of behaviour incidents

- HT and DHT draw up an action plan in response to the incident to include appropriate interventions for both victim and perpetrator.

- Parents invited for meeting to discuss the incident and action plan.
- Situation reviewed according to agreed timescales in the action plan.

Bullying that takes place outside school may be investigated in the same way where it impacts upon children's wellbeing and the school day. (DfE Education and Inspections Act 2006)

Playtimes and lunchtimes

Behaviour during morning break times is monitored by the staff on duty, which includes all teachers and teaching assistants on a rota basis. Staff on duty handle any issues that arise and may refer to class teachers, the Headteacher, Deputy Head or SENCo if appropriate.

Lunch times are the immediate responsibility of the midday staff and overseen by the Senior MDAs. Staff are trained in playground games and positive behavioural management. Lunchtime incidents are managed by the MDA team and are discussed with class teachers and senior leaders if appropriate. Any incidents of concern are reported on CPOMS.

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 support 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 every 2 years.

Policy Links: Teaching and learning, Behaviour and Relationships, Equality Policy & Scheme, Safeguarding & Child Protection, SCARF PSHE, Online safety Policy.