



Policy updated January 2013 [taken from behaviour policy to make a stand-alone policy] updated April 2017 reviewed 2018, **May 2019**

This policy should be read in conjunction with 'Preventing and Tackling Bullying: Guidance for Headteachers, Staff and Governing Bodies' DfE [2014].

Introduction

As a school, we recognise the existence of bullying and the complexities of the problem. Children must be given the chance to learn in a safe and secure environment. There needs to be a partnership with governors, school staff, parent/carers and children all involved. We are committed to developing an anti-bullying culture whereby no bullying, including bullying between adults or adults and children, will be tolerated.

Central to our wish to combat bullying is that the children must be encouraged to talk about incidents and that staff must take bullying seriously and act in a positive manner.

Definition of Bullying

At Hartford Infant School we define bullying as;

- i) deliberately hurtful behaviour
- ii) an activity usually repeated over time
- iii) an imbalance of power, which makes it hard for those being bullied to defend themselves.
- iv) 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (DfE "Preventing and Tackling Bullying", October 2014)

Types of Bullying

Specific types of bullying include bullying related to:

- race, religion or culture
- a special educational need or disability (SEND)
- being gifted or talented
- appearance or health condition
- sexual orientation
- young carer, looked after children or home circumstances
- sexist or sexual bullying

Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in several different forms. Children can be bullied in ways that are:

- **Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.
- **Verbal** – by being teased in a nasty way; called gay (whether it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.
- **Indirect** – by having nasty stories told about them; being left out, laughed at, ignored or excluded from groups.
- **Electronic / 'cyberbullying'** - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

Early Intervention

Behaviour of a bullying nature can start pre-nursery, and it is essential that it is recognised and dealt with at these early stages. Signs to look out for include teasing, toy snatching, name calling and physical aggression. These types of incidents must be challenged and dealt with each time they are observed. As a school we will challenge the bullies' standard excuses: 'it was a joke', 'it was an accident', 'I'm sorry' or 'it was only a game'.

Prevention

As a school we have created 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. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Our school's response to bullying does not start at the point at which a child has been bullied. Our school staff act proactively to gather any information about issues between pupils which might provoke conflict, and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

The school endeavours to prevent bullying through:

- i) **maintaining good relationships** which promote trust and sensitivity;
- ii) **making it easy for pupils to report bullying** so that they are assured that they will be listened to and incidents acted on;
- iii) **creating an inclusive, safe environment** where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- iv) **celebrating success** to create a positive school ethos around the issue;
- v) maintaining an appropriate level of adult **supervision** at all times;
- vi) **involving parents** to ensure that they are clear that our school does not tolerate bullying and are aware of the procedures to follow if they believe that their, or another child is being bullied;
- vii) **involving pupils** to ensure they all understand our approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- viii) **regularly evaluating** and updating our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;
- ix) **implementing disciplinary sanctions ensuring** the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;
- x) using the County's PSHE framework to **openly discuss and celebrate differences between people that could motivate bullying**, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. We also teach children that using any prejudice based language is unacceptable;
- xi) **using specific organisations or resources for help with particular problems ensuring** we will draw on the experience and expertise of anti-bullying organizations with a specialised expertise in dealing with certain forms of bullying;
- xii) **providing effective staff training so** all school staff understand the principles and purpose of our policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support;
- xiii) **working with the wider community** such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

Acting After a Report of Bullying

The following action plan should be followed when incidents of bullying occur to whatever stage is deemed necessary.

1. The member of staff to whom the incident is reported will act *immediately* to make the situation safe if necessary.
2. The class teacher(s) of the child(ren) involved should be informed of the incident. If the class teacher is unavailable then the Headteacher should be informed.
3. The class teacher should interview the bully and victim separately and speak with any witnesses.
4. A suitable plan of action should be decided upon. This might involve:
 - i) A meeting between the children concerned to seek conciliation (recognising the effect on the victim)
 - ii) Sanctions – e.g. letter of apology, withdrawal of privileges
 - iii) Planning PSHE/Circle Time for class to address appropriate areas
 - iv) Referral to outside agencies – e.g. Education Welfare Officer, Specialist Teaching Team, CAMHS, with consent of parent/carers as appropriate.
5. The class teacher will make a verbal report to the Headteacher as soon as possible.
6. A **written report** of the incident and action taken will be made in the class behaviour book.
7. Parent/carers of the children concerned will be informed of incidents by the Headteacher/class teacher [as appropriate] and of the action the school is taking.

8. The school will also hold follow-up discussions with parents when appropriate to keep them informed of ongoing progress. A record will be kept of any meetings between the Headteacher/class teacher and parent/carers.
9. Governors will be informed and involved at appropriate stages.

Links with other school policies and practices

This Policy links with several other school policies, practices and action plans including:

- i) Behaviour policy
- ii) Complaints policy
- iii) Safeguarding and Child Protection policies
- iv) Acceptable Use policies
- v) Curriculum policies such as PSHCE and computing
- vi) Staff Code of Conduct

Responsibilities

It is the responsibility of:

- i) School Governors to take a lead role in monitoring and reviewing this policy;
- ii) Governors and all staff to be aware of this policy and implement it accordingly;
- iii) The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably;
- iv) Staff to support and uphold the aims of the policy;
- v) Parents/carers to support their children and work in partnership with the school;
- vi) Pupils to abide by the policy.

Policy Review

This policy will be reviewed **annually** by the governing body and staff of Hartford Infant School.

To ensure access by everyone in the community this policy can be made available in large print and translated into languages as appropriate upon request.

Annex 1

Supporting Organisations and Guidance

- i) Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- ii) Beat Bullying: www.beatbullying.org
- iii) Childline: www.childline.org.uk
- iv) DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- v) DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- vi) Family Lives: www.familylives.org.uk
- vii) Kidscape: www.kidscape.org.uk
- viii) MindEd: www.minded.org.uk
- ix) NSPCC: www.nspcc.org.uk
- x) PSHE Association: www.pshe-association.org.uk
- xi) Restorative Justice Council: www.restorativejustice.org.uk
- xii) The Diana Award: www.diana-award.org.uk
- xiii) Victim Support: www.victimsupport.org.uk
- xiv) Young Minds: www.youngminds.org.uk
- xv) Young Carers: www.youngcarers.net

Cyberbullying

- i) Childnet International: www.childnet.com
- ii) Digizen: www.digizen.org
- iii) Internet Watch Foundation: www.iwf.org.uk
- iv) Think U Know: www.thinkuknow.co.uk
- v) UK Safer Internet Centre: www.saferinternet.org.uk

LGBT (lesbian, gay, bisexual, and transgender)

- i) EACH: www.eachaction.org.uk
- ii) Pace: www.pacehealth.org.uk
- iii) Schools Out: www.schools-out.org.uk
- iv) Stonewall: www.stonewall.org.uk

SEND

- i) Changing Faces: www.changingfaces.org.uk
- ii) Mencap: www.mencap.org.uk
- iii) DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- iv) **Racism and Hate**
- v) Anne Frank Trust: www.annefrank.org.uk
- vi) Kick it Out: www.kickitout.org
- vii) Report it: www.report-it.org.uk
- viii) Stop Hate: www.stophateuk.org
- ix) Show Racism the Red Card: www.srtrc.org/educational