

Wallace Fields Infant School and Nursery



Anti-Bullying Policy

Wallace Fields Infant School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Reviewed: Summer 2019

Next Review: Summer 2022

Wallace Fields Infant School is proud to be a part of Inspiration Academy Trust.



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Policy Lead	Christina Lane
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Document History

Date	Amended By	Comment (e.g. reason for version change)
Autumn 2014	Myra Eagles	Annual policy review
Autumn 2015	Julia Todd	Addition of Anti-bullying leaflet info
Autumn 2015	Ceri Jewell	Update to content and format
Summer 2019	Katie Muir	Updated the definition of bullying in line with current guidance. Added CPOMS in relation to recording anti bullying incidents. Added in our offer to promote well-being and resilience.
12/06/19	Nicky Mann	Proof read
03.10.19	Christina Lane	Amended to reflect E-Safety policy

The aim of our anti-bullying policy is to ensure that everyone can learn in a supportive, caring and safe environment without fear of being bullied.

Introduction

At Wallace Fields Infant School (in line with 'Every Child Matters') 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.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and children. Pupils contribute to the development of the policy through Pupil Parliament, circle time discussions, etc. Parents/Carers are encouraged to contribute by taking part in written consultations as well as verbal feedback.

Roles and Responsibilities

The Head Teacher - Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Coordinator in our school is: Roisin Sharp

Her responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents effectively
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Definition of Bullying

D of E definition of bullying from 'Preventing and Tackling Bullying' (October 2014)

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then

intervention is urgently required.

What does bullying look like?

Bullying can include:

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups.

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying relating to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others

These may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi- sexual, transgender or questioning their gender role.

Roles in Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community including Governors, staff, parents/carers, and children) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

The Role of Governors

The governor responsible for Anti Bullying is the safeguarding governor. The governing body supports the headteacher in all attempts to ensure a safe and secure school environment. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

Head teacher's Role

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments.

The head teacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Role of staff

Teachers and teaching assistants in our school take any forms of bullying seriously, and are proactive in preventing bullying at WFIS. The class teacher will keep their own records of all incidents that happen in their class and that they are aware of in the school.

If bullying should occur, the class teacher will be supportive to the child involved. If a child is being bullied, then after discussion with the headteacher, the teacher will inform the child's parents.

An anti-bullying record is kept on CPOMS where we record all incidents of bullying.

All staff should lead by example, in line with our school ethos. This involves showing respect for each other and an appreciation and tolerance of people with opinions and beliefs different to our own.

When it is established by the school that bullying, as described above, has taken or is taking place:

- ✓ It will be dealt with immediately
- ✓ The member of staff involved, who will then alert the Designated Safeguarding Lead of this new form on CPOMS, will record a clear account of the incident on CPOMS.
- ✓ The Designated Safeguarding Lead will inform the head teacher/deputy head of the incident recorded on CPOMS.
- ✓ The head teacher/deputy head teacher will interview all concerned and will add further action to CPOMS
- ✓ Class teachers and support staff (as appropriate) will be kept informed
- ✓ Parents will be kept informed
- ✓ Appropriate disciplinary action will be taken

All children involved will be helped by:

- Being encouraged to share information and feelings openly and honestly with parents and staff
- Knowing that their concerns and anxieties will be taken seriously
- Knowing that parents and staff are keen to work together to help children who are experiencing problems
- Understanding where there is wrongdoing and what needs to be done to change behaviour
- Their class teacher will investigate underlying reasons/possible explanations as to why the child is bullying

If a child is repeatedly involved in bullying other children, the headteacher and the Designated Safeguarding Lead are informed. The child's parents are then invited into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies.

Staff attend staff training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers and teaching assistants endeavour to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Staff will support children to Develop and promote Resilience and Emotional Well being

- Solution focused approach – involving and including all parties
- Ensuring a Pupil voice – pupil friendly literature and information
- PSHE and Citizenship programmes
- Healthy Schools
- CAMHS
- Nurture provision
- Learning Mentors
- ELSA support
- Social Skills groups

The Role of Parents

Parents can help by:

- Contacting staff at school if they are concerned that bullying might be occurring
- Assuring the child that they will be listened to and that they will be helped without making the situation worse for them
- Supporting the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community

All reported incidents will be taken seriously and investigated involving all parties.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident on CPOMS. The Designated Safeguarding Lead will also be notified.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the Head teachers report to Governors.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- ✓ Supporting national Anti – bullying initiatives as appropriate e.g. Shine week
- ✓ Annual anti-bullying themed weeks
- ✓ Regular assemblies about citizenship and behaviour
- ✓ Play time pals system to support children at playtimes
- ✓ Circle Time
- ✓ ELSA
- ✓ Personal, social, health and economic curriculum (following PSHE Association guidelines)
- ✓ Drama, stories and role play
- ✓ Curriculum support training for all staff
- ✓ Regular meetings between Head/Deputy and teaching assistants to discuss children's playground behaviour and the strategies that could be used to minimise undesirable behaviour
- ✓ Additional adults on playground duty ensuring that children are under closer observation when necessary
- ✓ The use of good role models to promote good behaviour
- ✓ Regular 'Time Out' for children who find play/lunch time challenging

During the Autumn term 2019, the school's Pupil Parliament were involved in creating an anti-bullying leaflet. This leaflet is shared with children each term and displayed in every classroom. It is sent home with children at the beginning of each year to share with parents.

Staff should read this Policy in conjunction with the Behaviour and Discipline Policy and the Race Equality Policy.

Equal opportunities & SEN

Our approach to anti-bullying aims to ensure that children are not bullied on the grounds of their gender, attainment, background or ethnicity or Special Educational Needs.

Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy. The policy will be reviewed and updated annually and shall be linked to the School Improvement Plan, which works towards a more inclusive and harmonious ethos across the school community.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. The headteacher's report to governors details any incidents of bullying that have taken place over the academic year. Governors analyse information with regard to bullying incidents gender, age and ethnic background of all children involved in bullying incidents.

Links with other policies

- Behaviour Policy
- Safeguarding Policy
- E-safety Policy
- Single Equality Policy
- PSHE and Citizenship Policy
- Complaints policy
- Confidentiality Policy

References Documents and Related Policy/Guidance

- National Documents (check you have referenced the most up to date ones): Preventing and Tackling Bullying (July 2017); KCSIE; Working Together to Safeguard Children; Cyberbullying Advice for Headteachers and school staff (Nov 2014); Advice for Parents and carers on cyberbullying (Nov 2014)
- Surrey documents: Guidelines for Developing Anti-Bullying Policy and Practice: Model Policy; Resources and Support; Safer Surrey; Prevent Guidance, PSHE Guidance (Page 1)
- School documents: eg. Behaviour Incident Form; Reflection (Feelings, Thoughts, Behaviours); Behaviour Support Log; Child friendly Policy; Parent friendly policy