

Inspiring Learners For Life

# Anti-Bullying Policy

Policy Area: CURRICULUM & PUPIL RELATED

Key aim of the policy:

The aim of this policy is to make a clear statement about what bullying is and to specify how to tackle any incidents warranting concern. This is to ensure the right of all individuals to feel safe at our school.

HATFIELD PEVEREL INFANT SCHOOL

September 2021



## Effort Respect Independence Communication

### ANTI-BULLYING POLICY

At Hatfield Peverel Infant School bullying will not be tolerated in any shape or form.

Teachers, non-teaching staff, governors and parents are all involved in stopping bullying. Like all schools we experience bullying at some time. It is everyone's responsibility to tackle any such incidents promptly in order to prevent the problem escalating.

#### What is bullying?

- "Bullying is behaviour which can be defined as the **repeated** attack, physical, psychological, social or verbal, by those who are powerless to resist, with the intention of causing distress for their own gain or gratification". (Besag 1989)
- "Any form of hurtful behaviour can be classed as bullying if the **bully persists with it** after it is apparent that the victim is upset by what is being said or done". (Kidscape)
- "The seriousness of the bullying can only be measured by the degree of hurt felt **by the person being bullied**". (Avon policy)

It **is** bullying when people **persistently**:

- Deliberately hurt others, especially when they are unable to defend themselves;
- Tease others, especially when the person getting teased begins to feel unhappy about it;
- Call others names, especially when the names are about how people look, e.g. race, colour, culture, gender, ethnic origin or any form of disability;
- Threaten that they will hurt others;
- Try to take possessions by force;
- Demand that others give possessions;
- Force others to do things they know they should not do;
- Hurt others physically;
- Spoil, damage, take or throw away other people's belongings;
- Leave people out of play, groups or other social activities deliberately and frequently;
- Act maliciously towards others, openly or by stealth;
- Make offensive remarks;
- Target a particular person psychologically;
- Tease regarding personal characteristics.

It **is not** bullying when people;

- Borrow things and forget to return them;
- Ask if they can join in;
- Call you by a name you are happy with;
- Hurt you accidentally;
- Explain why you cannot be included in a group activity;

### **We expect all members in our school community to be aware of the importance of:**

- Encouraging a listening, telling and believing environment where the concerns of the individual are taken seriously and dealt with appropriately
- Encouraging the view of the school as a community where each individual has an important and valued role to play
- Minimising confrontation and encouraging mutual respect
- Adults providing good models of behaviour for children
- Developing co-operation between staff and pupils and parents (see appendix 1)
- Consistent use of clearly defined procedures for dealing with any inappropriate social behaviour
- Providing a positive environment and appropriate curriculum for all pupils

### **All children should:**

- Tell an adult
- Seek the support of a teacher if necessary
- Use simple taught assertiveness techniques such as saying "Stop it please, I don't like it".

### **Skills for adults**

- Watch for signs of distress in pupils
- Listen carefully and record all incidents
- Offer the victim of bullying immediate support
- Tell the Headteacher or Senior Staff Member
- Make clear to the bully that the behaviour is unacceptable and work on changing behaviour
- Make it clear to the bully's parents that the behaviour is unacceptable
- Use opportunities for role-play in drama, PSME/C and circle time/bubble time.

### **Strategies in the classroom and around the school**

We will:

- Create a positive ethos and expectation of good behaviour from all
- Notice what takes place outside the classroom as well as inside it
- Show an interest in all the children (even those who try to remain invisible)
- Not allow children to enjoy being curious onlookers of other children's difficulties
- Encourage all children to work together to reinforce acceptable behaviour
- Be fair and be seen to be so
- Insist on children telling the truth
- Praise good behaviour when possible rather than just telling children off for bad behaviour
- Remind children at regular intervals about good behaviour and give rewards if appropriate
- Include in circle time respect for self and others

## Summary

### **The school will:**

- React firmly and promptly where bullying is identified
- Take bullying seriously and find out the facts of any incident
- Meet those concerned individually and listen carefully to what they have to say
- Break up any bully groups
- Support children who are being bullied
- Help bullies to change their behaviour
- Involve parents at an early stage
- Record incidents of bullying in a consistent way that allows for the monitoring of behaviour (Appendix 2)
- Discuss with and involve children in agreed class and school rules about behaviour
- Request help from outside agencies if needed
- Refer all incidents that appear to involve an element of continual bullying to the Headteacher or Deputy Headteacher

## Sanctions

There is a range of sanctions available to use depending on the perceived seriousness of the situation. This list is not necessarily exclusive:

- Let parents know about the incidents(s)
- Withdraw child(ren) from school playground during some/all break times
- Withdrawal of golden time
- Exclude child(ren) from school during lunchtime
- Exclude child(ren) from class visits
- Exclude child(ren) from school

## The Three Stage Approach

### Stage 1:

- Difficulty identified by staff or parents.
- Logs checked & relevant staff spoken to.
- Discussion with bully and with victim by senior staff member.
- Monitoring for one week by support staff and then review with Headteacher.

### Stage 2:

- Continued issues will warrant involvement of the SENCO and possible behaviour plans.
- Discussion with bully and with victim by Headteacher.
- Close tracking by support staff and intervention at first sign of difficulty.
- Monitoring of the plan for two weeks and then review with Headteacher.
- Meeting with parents.

### Stage 3:

- Inform Governing Body of the issues.
- Removal of bully from the class for up to one week.
- Withdrawal of playtimes / privileges if they are trigger points.
- Seek advice from the Local Education Authority before formal procedures used.

## **BULLYING**

### **Don't Suffer in Silence: Information for parents and families**

Every school is likely to have some problem with bullying at one time or another. Your child's school must by law have an anti-bullying policy, and use it to reduce and prevent bullying, as many schools have already successfully done.

### **What is bullying?**

It is bullying when people persistently

- Deliberately hurt others, especially when they are unable to defend themselves;
- Tease others, especially when the person getting teased begins to feel unhappy about it;
- Call others names, especially when the names are about how people look, e.g. race, colour, culture, gender, ethnic origin or any form of disability;
- Threaten that they will hurt others;
- Try to take possessions or money by force;
- Demand that others give money or possessions;
- Force others to do things they know they should not do;
- Hurt others physically;
- Spoil, damage, take or throw away other people's belongings;
- Leave people out of play, groups or other social activities deliberately and frequently;
- Exaggerate tales or spread rumours particularly when meaning harm to the person;
- Act maliciously towards others, openly or by stealth;
- Make offensive remarks, hiss or otherwise show that they are intending to hurt or dominate them;

It is not bullying when people

- Borrow things and forget to return them;
- Ask if they can join in;
- Call you by a name you are happy with;
- Hurt you accidentally;
- Explain why you cannot be included in a group activity.

Parents and families have an important part to play in helping schools deal with bullying.

1. Discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.
2. Ask to see the school's anti-bullying policy. Each school must have an anti-bullying policy, which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as it is for staff and pupils.
3. Watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, although sometimes school nurses or doctors may first suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school, how break times and lunchtimes are spent, and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

### **If you suspect that your child has been bullied:**

- Calmly talk to your child about it
- Make a note of what your child says, particularly, who was said to be involved, how often it has occurred, where it happened, and what has happened
- Reassure your child that telling you about the incident was the right thing to do
- Explain that any further incidents should be reported to the teacher immediately
- Make an appointment to see your child's class teacher
- Explain to the teacher the problems your child is experiencing
- Discourage your child from retaliating as this may make the situation worse. We understand the frustration and upset experienced by parents who suspect their child is being bullied. However, we would request parents refrain from telling their children to retaliate – especially with violence as this is something the school will never condone.

### **Talking with teachers about bullying:**

- Try and stay calm. Bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened; give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school. Let them know if things improve as well as if problems continue.

### **If you think your concerns are not being addressed:**

- Follow the school Three Stage Approach.
- Check the school anti-bullying policy to see if the agreed procedures are being followed.
- Make an appointment to meet the Headteacher, keeping a record of the meeting.
- If this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happen.

### **If you suspect your child is bullying other children:**

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully others because:

- They do not know it is wrong.
- They are copying older brothers or sisters or other people in the family they admire.
- They have not learnt other, better ways of mixing with their school friends.
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out aggressive feelings.

### **To stop your child bullying others:**

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how to join in with other children without bullying.

- Make an appointment to see your child's class teacher. Explain to the teacher the problems your child is experiencing, and discuss how you and the school can stop him or her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he or she is co-operative or kind to other people.

HATFIELD PEVEREL INFANT SCHOOL			
BULLYING REPORT			
Name of Victim			Base
Date of Incident			
Others involved			
Name of Witness(es)			
<b>Nature of Incident</b>			
Physical violence	Personal graffiti	Emotional	
Verbal abuse	Racist abuse	Threats	
Sexist abuse	Other (specify)		
<b>Action Taken</b>			
Verbal apology	Written apology	Senior Staff Member intervention	
Meeting parents	Counselling	Exclusion	
Taken out of circulation (lunch/break)		Other (specify)	
<b>Reported to</b>			
Headteacher	Senior staff	Parents	Teacher
Police (if appropriate)	Stage: ONE TWO THREE		
<b>Any further details</b>			
<b>Action taken/by whom</b>			
<b>Review date</b> (if necessary)			
<b>Follow up</b>			

## Intervention Stages : Dealing with Bullying and Difficult Relationships

	TRIGGER	MEETINGS	SANCTIONS	ACTION
Stage 1	<ul style="list-style-type: none"> <li>Repeated minor incidents of friction between two or more pupils as logged by staff. OR</li> <li>Parents reporting that their child is unhappy / being bullied / having friendship difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Parent or staff member to notify Senior Staff member of concerns and discuss the problem. This will normally be the Headteacher.</li> </ul>	<ul style="list-style-type: none"> <li>Removal of privileges (e.g. play time) and follow usual behaviour flow charts with fresh starts &amp; reinforcement of School Rules.</li> <li>Time out as per policy.</li> <li>Low key praise for appropriate behaviour.</li> </ul>	Senior Staff Member : <ul style="list-style-type: none"> <li>Speak to teacher / LSA / MDA to verify.</li> <li>Check in relevant logs for any relevant incidents.</li> <li>Implement monitoring for one week for trigger times / places.</li> <li>Notify support staff who will carry out the monitoring.</li> <li>Speak to the children concerned as per the behaviour policy.</li> </ul>
	<ul style="list-style-type: none"> <li>If undesired behaviour is seen then normal behaviour sanctions to apply. If resolved revert to normal practice.</li> <li>If evidence found of persisting problems then move to Stage 2.</li> <li>Follow up meeting with parents or class teacher to report on any findings from monitoring action and notify of future action / next steps.</li> </ul>			
Stage 2	<ul style="list-style-type: none"> <li>Continued friction or evidence of ongoing incidents, as detailed by staff or parent.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Staff member to meet with SENCO to discuss &amp; implement behaviour plan.</li> <li>Senior Staff member to meet with Parent of child / perpetrator to be informed of strategies and sanctions.</li> <li>Consideration of use of SEN stages.</li> </ul>	<ul style="list-style-type: none"> <li>Child to 'earn' playtime i.e. no chances.</li> <li>Adult support / tracking considered.</li> <li>Removal from class / playtimes depending on trigger points (initially for short periods).</li> </ul>	<ul style="list-style-type: none"> <li>Senior Staff member / SENCO to draw up prevention plan or implement Individual Behaviour Plan as appropriate</li> <li>Relevant staff / parents notified of strategies to be employed for a 2 week period.</li> <li>Monitor for 2 weeks until embedded or if necessary, modified.</li> <li>Tracking log to be used if appropriate.</li> </ul>
	<ul style="list-style-type: none"> <li>SENCO / Senior Staff member to review plan and effectiveness after 2 weeks. Confirm targets and strategies.</li> <li>If resolved revert to normal practice.</li> <li>Senior Staff member to hold review meeting with parents or class teacher to report on any findings from monitoring action and notify of future action / next steps.</li> </ul>			
Stage 3	<ul style="list-style-type: none"> <li>Behaviour Plan ineffective.</li> <li>Reports of major incidents / difficulties persisting.</li> </ul>	<ul style="list-style-type: none"> <li>Formal meeting with Headteacher and parents of perpetrator to discuss further sanctions including possible exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Removal from class and placement in alternative class for 1 week</li> <li>OR</li> <li>Withdrawal of play / lunch play if these are trigger points.</li> </ul>	<ul style="list-style-type: none"> <li>Trial of sanctions for 1 week, then consider the following :               <ol style="list-style-type: none"> <li>Success to revert to stage 2.</li> <li>Exclusion for fixed term (following LEA guidelines and policy).</li> <li>Associated formal procedures, including reintegration strategies.</li> <li>Permanent exclusion if all else fails.</li> </ol> </li> </ul>
	<ul style="list-style-type: none"> <li>Headteacher to lead on stage 3 with advice from the local authority.</li> <li>If resolved revert to Stage 2.</li> <li>Appropriate Governing Body committee to be informed.</li> <li>Correct procedures to be followed.</li> </ul>			