Hasland Infant & Nursery School

Anti-Bullying Policy

Reviewed By	**Charlotte Lavender / Amanda Daykin**
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Anti-Bullying Policy

Introduction

At Hasland Infant and Nursery School, children are at the heart of all our work and our priority is to deliver high quality teaching and learning whilst at the same time providing a rich and enjoyable learning experience. Everything we do as a school aims to ensure that the children develop resilience, are supported to be mentally and physically well in order that they might achieve their very best; it is our responsibility to ensure that all children are aiming for the highest levels of personal achievement and development. We want every child to be successful from the very first day they join us so that when they leave us, they have a love of learning for the rest of their lives.

At Hasland Infant and Nursery school we expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, when they do arise, are dealt with promptly and effectively.

We are aware of our legal obligations, including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Our Anti-Bullying Policy should be read alongside our Behaviour Management Policy which is to create an environment where good behaviour is expected, encouraged and celebrated.

Our Aims and Expectations

- To provide a setting where everyone feels safe and secure
- To promote respect, tolerance and kindness
- To provide trusting relationships and consistent routines
- To encourage children to make the right choice and take responsibility for their actions
- To nurture children so they become positive, responsible and independent members of society
- To ensure children know how to report bullying
- To support victims and perpetrators to address underlying issues
- Our aims and expectations explicitly support British values

Roles and Responsibilities
The Head teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers and outside agencies. The headteacher is the anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

Their 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 alongside SLT
- Managing the reporting and recording of bullying incidents working with SLT
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- Bullying is: Mrs K Rowley

We teach our children to treat others with respect, follow our school SMILE expectations and report any concerns to a trusted adult in school.

We expect our parents/carers to support the school's approach and model positive behaviour.

Definition of Bullying

S.T.O.P – Several Times On Purpose
The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace. It is usually persistent.

Bullying
Hasland Infant and Nursery School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We know that bullying can happen in any school and we do everything in our power to ensure that all children attend school free from fear. Incidents of bullying and the resulting actions are recorded on CPOMS. Significant episodes of inappropriate behaviour are brought to the attention of the Senior Leadership Team and the parents of the children involved will be informed.

Behaviour often associated with bullying

Baiting
Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get

them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter
The dictionary describes banter as: the playful and friendly exchange of teasing remarks.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly banter- there is no intention to hurt and everyone knows its limits
- Ignorant banter- crosses the line with no intention to hurt, will often say sorry
- Malicious banter- done to humiliate a person-often in public

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 hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

Bullying behaviour can be:

- Physical: pushing, poking, kicking, hitting, biting, pinching etc;
- Verbal: name calling, sarcasm, spreading rumours, threats, teasing, belittling;
- Emotional: isolating others, tormenting, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion;
- Sexual: unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate media etc;
- Online /cyber: posting on social media, sharing photos, sending nasty text messages, social exclusion;
- Prejudice-based and discriminatory bullying;
- Indirect: can include the exploitation of individuals.

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'.

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief, or lack of religion/belief
- sex /gender
- sexual orientation

These are called **'Protected Characteristics'**.

As part of the requirement on schools, to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and keep them on the children's record in school.

Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. All forms are taken seriously and dealt with appropriately.

Prejudice Related Language

In the case of racist, homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Racist bullying and using racist language

Racist language includes terms of abuse used towards people because of their race/ethnicity/nationality. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Transphobic Bullying

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because:

- They are transgender
- They are perceived to be transgender
- They do not fit with traditional gender norms (e.g. boys with long hair or wearing make-up, girls playing team sports)
- They have transgender friends or family members
- They are perceived as being different

We will challenge the use of homophobic and transphobic language in our school even if it appears to be being used without any homophobic or transphobic intent. Persistent use of

homophobic or transphobic language or bullying will be dealt with as with any other form of bullying.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- posting prejudice /hate messages
- impersonating someone online
- public posting of images
- exclusion
- threats and manipulation
- stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Reporting and responding to bullying

Our school has a clear system to report bullying for the whole school community (including staff, parents/carers, children and young people); this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Staff are regularly reminded of the appropriate steps and procedures to take through safeguarding updates, staff briefings, class assemblies and whole school assemblies, and the necessary information is available for parents on the school website. Additionally, there is a particular focus every year during Anti-Bullying Week to bring it to the forefront of staff, pupils, and parents minds.

The systems of reporting bullying are as follows:
Children in school:

- Are able to report incidents of bullying to a trusted adult in school. This may be a teacher, teaching assistant or a midday supervisor. They also know they can speak to a member of the SLT.
- In cases where it is clear bullying is taking place, incidents will be recorded CPOMS and these will be dealt with by the anti-bullying coordinator and/or SLT.
- Behaviour logs are also recorded on CPOMS. The use of an ABC form (Antecedent, Behaviour, and Consequence) may be used to identify patterns of behaviours.

Parents/carers:

- Can talk about their concerns to teachers, support staff or office staff who know the school systems and procedures and are clear about steps to be taken.
- Parents should have confidence that staff will act promptly, take the concern seriously and report progress to parents.
- Parents should be clear about how to take further action if they do not feel that their concern has been properly addressed (by following the school's complaints procedure which is available online or from the school office).

Staff and visitors:

- Are able and have the right and responsibility for reporting incidents of bullying through other members of staff, governors, union representatives and through the SLT. This includes support staff, midday supervisors, site manager, office staff and visitors.
- Staff have received updated CPD and are aware of the procedures to follow in school.
- Visitors are handed a safeguarding leaflet upon arrival, and this information is covered within that.

Procedures
All forms of bullying will be taken seriously and dealt with appropriately and investigated involving all parties in line with this policy. The staff are aware of and follow the same procedures.

- A discussion will take place with all involved.
- All bullying incidents are logged on CPOMS.
- Parents of all the children involved will be informed and will be required to come to a meeting to discuss the problem
- Parents will be asked to work with and support the school to achieve a positive outcome for all concerned
- A range of responses appropriate to the situation will be used and monitored including solution focused, restorative approach, circle of friends, individual work with the victim, perpetrator and referral to outside agencies if appropriate.
- Any sanction will be in line with the school's behaviour management policy. These will be discussed by all parties. However, sometimes further interventions for individual children are confidential to that child and family so may not be discussed in full with others.

- We will follow up all incidents especially keeping in touch with the person who reported the situation and, where parents/carers have been involved, they will be kept informed
- Ongoing support will be provided for the victim and the perpetrator.
- If the bullying persists the school may consider the use of exclusion
- The Education and Inspectors Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyber-bullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils. *Cyber-bullying A Whole School Community issue. DSCF-00685-2007

Outcomes

- The perpetrator will be asked to apologise and, if possible, all parties will be reconciled
- Referral to in school support such as Nurture or ELSA
- In serious cases exclusion will be considered
- Referral to external agencies including School Health, Social Care, CAMHS and the Integrated Pathway Team (IPT)
- After the incident/s have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- If parents are not satisfied with the way the school has dealt with an incident, they may be offered an opportunity to follow the school's complaints procedure which is available online or from the school office

Recording bullying and evaluating the policy

Behaviour incidents will be recorded on CPOMS by the member of staff who deals with the incident and shared with a Designated Safeguarding Lead. The DSL will then decide on what action needs to follow.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

The policy will be reviewed and updated annually, and any trends identified from the previous year's information may be passed onto governors as part of the annual report.

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

- Anti-Bullying focus
- PSHE lessons and cross curriculum themes
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Nuture/ELSA Support for children who are at risk or have been identified as being a perpetrator or a victim of bullying
- Restorative work, inline with the Behaviour Management Policy

Links with National Documents

- Complaints to Ofsted about schools: guidance for parents and carers

Published April 2014 Reference no:140086 www.teachernet.gov.uk/publications

Links with other policies and why

Policy	Why
Behaviour Management Policy	Explanation of rewards and sanctions
Child Protection and Safeguarding Policy	Ensuring child protection
Online Safety Policy	Cyber bullying and e-safety
Equalities policy	How we address prejudice and prejudice-related bullying (inc.homophobia, race, religion and culture and SEN/disability)
Confidentiality Reporting Code (Whistleblowing)	Reporting
PSHE	Strategies to prevent bullying
Keeping Children Safe in Education	Ensuring child protection

Useful websites/resources

www.anti-bullyingalliance.org.uk
www.beatbullying.org.uk
www.nspcc.org.uk
www.childline.org.uk
www.thinkuknow.co.uk