Windlesham Village Infant School
Anti-Bullying Policy

Reviewed: Autumn 2020; next review Autumn 2023

Introduction

Windlesham Village Infant School has a shared ethos to try to ensure the school is a safe, caring and happy place, where mutual respect and understanding are fostered, where all are encouraged to develop as responsible citizens. Bullying is wrong and damages children's social and/or emotional health. This policy was written in accordance with "Preventing and tackling bullying", *Advice for Headteachers, staff and governing bodies, DfE, October 2017.*

Aims

The aim of this policy is to ensure pupils learn in a supportive, caring and safe environment, without anxiety and the fear of being bullied. It is important to ensure all behaviour is in line with the school's behaviour policy.

Bullying is anti-social behaviour; it is unacceptable and will not be tolerated. Bullying can happen in any school. At Windlesham it is extremely rare and our anti-bullying practices ensure it is quickly stopped. Effective anti-bullying practice promotes individual well-being, increased educational attainment, good attendance and positive behaviour. It requires a caring establishment, a safe, secure and happy environment, a consistent approach from all staff and wider community and early intervention to support a change in patterns of behaviour.

Definition and Implementation

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; Physical (hitting, kicking, pushing, taking or deliberately damaging belongings); Verbal (name calling, taunting, mocking, insulting, making offensive remarks, e.g. racist remarks, repeated teasing, threats, sarcasm, gossiping); Indirect (spreading nasty stories about someone, excluding someone from social groups, leaving notes, failure to speak to or acknowledge a person, spreading rumours; Cyber-bullying. Staff as well as pupils may become the targets of cyber-bullying. The school follows the DfE Guidelines attached to the ICT and e-safety policy to enable the effective prevention of, and response to, cyber bulling incidents.

Bullying 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, in care or has caring responsibilities. It might be motivated by *actual* differences between children, or *perceived* differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority, but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Roles and Responsibilities

All playground incidents are recorded in the school's Behaviour Log and incidents of bullying are recorded and passed on to the Headteacher. Incidents are monitored carefully.

The Head Teacher has overall responsibility for school policy and implementation This includes:
- Coordinating strategies for preventing bullying behaviour
- Responding to bullying incidents
- Identifying the need for staff, parent/carer or governor training
- Ensuring evaluation takes place and that it informs policy review
- Policy development and review involving pupils, staff, parents, governors

Staff Responsibilities
- To foster a safe environment where children feel able to share concerns
- To manage behaviour well so school is a safe place
- To implement procedures to confront bullying of any form
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible
- To discuss incidents with parents of the 'victim' and 'bully' and offer support for both parties, insisting that incidents that happen in school should be dealt with by school
- To use interventions which are the least intrusive and the most effective in changing the behaviour and ending incidents of bullying

School staff must be alert to the signs and act promptly and firmly. Pupils who are being bullied may show signs in three ways:

Physical – unexplained bruises, cuts, or scratches, missing belongings, damaged clothing or learning, loss of appetite, headaches or stomach aches, soiling/bedwetting.

Emotional – losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, unusual levels of anxiety, tearfulness, lack of confidence, signs of depression.

Behavioural – asking to be taken into school, becoming shy and nervous, taking unusual absences or clinging to adults in the playground. There may be evidence in changes in learning patterns, lacking concentration, etc.

The nature of bullying means that it often takes place 'secretly' in places where supervision is not constant e.g. toilets, cloakroom areas, less visible areas of the playground or out of earshot of teachers or other adults. This means that everyone needs to be vigilant.

Procedures
- Bullying incidents are reported to staff
- Staff investigate incidents promptly and as fully as possible; establish whether the incident is a 'one-off' or random incident or part of a sustained, focused series of incidents which constitutes bullying
- Talk it through with both the 'bully' and 'victim'; explain why the behaviour is wrong and has to stop. Reassure the victim that they are right to tell and must continue to tell if there are any further incidents. Agree with both children how to manage the situation and what support is in place for both of them; it may be that both need separate support with the Emotional Literacy Support Assistant (ELSA)
- Alert all staff to be vigilant over both children and their set of friends
- Meet with parents of the 'victim' and 'bully' to explain the situation and what action has been taken. Offer support for both parties, insisting that incidents that happen in school should be dealt with by school
- Continue to monitor the situation with frequent 'check-ins' with both children

Pupils who engage in bullying behaviour need to learn to behave in ways that do not cause harm in future, because they have developed their emotional skills and knowledge and they learn steps to repair the harm they have caused.

- Set clear limits; use sanctions if necessary
- Work on self-esteem, bolstering any good behaviour
- Encourage them to see the victim's point of view
- Ensure bully apologies – face to face
- Reward good behaviour
- Set achievable goals regarding self-control. Help him/her know what to do

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education. However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Learning and Teaching
Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. We also try to ensure the children's perception of bullying is clear and that this is not confused with conflict with others.

All pupils are taught that hurting someone (physically or emotionally) is wrong and that bullying is wrong. Pupils must be encouraged to report incidents whether they are the victim or a witness. Staff should ensure pupils have a clear understanding of how to report it and get help, that pupils feel confident they will be heard and that the school will be able to deal with it, so that steps will be

taken to make them feel safe again. Pupils should also feel they can talk about incidents that may have happened outside school. Responses to different forms of bullying may differ but all suspected bullying will be dealt with in line with the school's Anti-Bullying and Behaviour policies. All complaints will be dealt with swiftly and treated as a matter of urgency.

Feeling Safe

All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders. The school promotes a climate where bullying and violence are not tolerated and cannot flourish. Peer support systems are in place to prevent and respond to bullying; all staff model positive relationships and the school works in partnership with parents and the wider community. The school works hard so that children feel able to share their worries and concerns with the adults who work there.

Parents should feel confident that the school does not tolerate bullying, that they can report any incidents of bullying and that it will be acted upon immediately.

Particularly vulnerable groups include Looked After Children, travellers, children with disability, children with SEN, pupils from ethnic minorities, pupils with differing sexual orientation, appearance, health conditions or family situations. Some vulnerable pupils may lack the social and communication skills needed to report incidents and staff are very aware of this.

Bullying of staff by other members of staff, parents or pupils is also unacceptable and will not be tolerated.

Monitoring and Evaluation

The Senior Management Team and Governors will monitor bullying alongside the regular monitoring of safeguarding and behaviour. It will be a part of the Annual Safeguarding Report to Governors on how the school ensures pupils are healthy, safe and well supported.
If parents/carers felt that their concerns had not been dealt with, they can follow the steps outlined in our Complaints Procedure.

Equal Opportunities and Accessibility

Anti-bullying must be taught in such a way as to support and enhance the equal opportunity policies of the school, relating to issues of race, gender, culture, religion, special needs and ability. All provision of Anti-Bullying must take into account equality of access and opportunity for all pupils.

See also our policies on:
- Attendance
- Behaviour
- Child Protection and Safeguarding
- Equalities
- e-safety
- PSHE
- Teaching and Learning
- Use of Force and Restraint (Positive Touch)

Further sources of information: Anti-bullying Alliance: www.anti-bullyingalliance.org.uk

Preventing_and_tackling_bullying_advice.pdf
Cyberbullying Advice for Headteachers and Schools.pdf

Feeling Safe

- There are always teachers and learning assistants to help us
- Rules help everyone to behave well
- There are gates and fences around school to keep us safe
- All visitors have to wait to be allowed in through the school office
- We remember to tell an adult if we are going somewhere e.g. toilet
- At the end of the day, the adults in school make sure we go home with the right person
- We learn about keeping safe

Bullying Report Form

Location/event:

Date of incident: **Time of incident:**

Type of behaviour displayed/experienced: (Please Tick)			
Isolation/being ignored or left out		**Possessions**/kit taken or damaged	
Physical/being hit or hurt		**Forced into actions** against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		**Written**	
Cyber (On-line, social media, email, text, posting photos/videos)		**Spreading rumours**	
Other (please specify)			

Names of individuals involved:

		Gender	Age	Role*
1				
2				
3				
4				
5				
6				

*Role: **V** Victim   **P** Perpetrator **A** Associate   **B** Bystander

Where did bullying behaviour occur?	Playground area	
	Early Years area	
	Toilet	
	Other (specify)	

Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	
Religion		Sports ability	

Brief summary of the behaviour:

[blank text box]

Action taken

Overall (include details if incident referred on):

[blank text box]

With each individual involved (noted on page 1):

[blank text box]

In "Action Taken", include any sanctions, exclusions, parental involvement, or involvement with external agencies.

Form completed by:	Date: