



Anti-Bullying Policy

(Adapted with thanks from Leicester City Anti Bullying Team's anti bullying policy and written with reference to Preventing and Tackling Bullying DfE 2013)

Statement of Intent

We are an outstanding, vibrant and friendly school where diversity is celebrated and learning is inspirational. We provide a happy, warm, caring and stimulating environment where all our children feel safe and secure. Our anti-bullying policy supports this ideal by:

- Promoting respect, tolerance and understanding of others
- Helping pupils towards an understanding of what is right and wrong and how our actions can affect others
- Supporting everyone in forming good relationships with adults and peers

We believe that pupils should be fully involved in the writing, implementation, monitoring and review of an anti-bullying policy and our student Governors are involved on discussing and reviewing our children's Anti-Bullying policy each year.

Definition of Terms

What is bullying?

Uplands Infant School adopts the following definition of bullying:

'Bullying is behaviour by an individual or a 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 or the internet), and is often motivated by prejudice against particular groups, for example of the grounds of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences.' Source: *Preventing and Tackling Bullying DfE 2013*

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation – for the children we define this as Several Times on Purpose. Bullying can take a number of forms – either physical or non-physical, which causes physical or emotional distress.

Bullying can be:

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- Emotional - e.g. being unfriendly, social exclusion or spreading rumours.
- Physical - e.g. pushing, kicking, hitting, punching or any use of violence.
- Racist - e.g. racial taunts, graffiti, gestures.
- Sexual - e.g. unwanted physical contact or sexually abusive comments.
- Homophobic - e.g. nasty or threatening comments associated with or focused on the issue of sexuality.
- Verbal - e.g. name-calling, insults or teasing.
- Cyber-bullying - where email, text message or social media is used to send nasty, threatening or intimidating messages.

Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, taking advantage of another person.

School is aware that it is a possibility that the bully may be an adult, e.g. a child being bullied by a parent or older sibling, and will follow the local Child Protection procedures where this is the case. Incidences of bullying and harassment involving members of staff should be dealt with in accordance with the 'Leicester City Council Grievance Procedure for School Based and Centrally Employed Teachers'.

Aims and Objectives

The aim of our anti-bullying policy is to:

- Create a safe, secure, inclusive and mutually respectful environment for all.
- Clarify 'what bullying is' and that it is always unacceptable; explain to staff, students and school community why bullying and harassment occur and their impact on individuals and the school as a whole.
- To have in place an anti-bullying support system, that all staff and pupils understand and to apply the system consistently.
- To regularly monitor and review the policy with the full involvement of staff, pupils, parents/carers and the wider school community.
- To involve the Student Governors (nee School Council) discussing and reviewing the children's Anti-Bullying policy and the implementation of Anti-Bullying week.

Practice and Procedures

A. What we do to prevent bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour, and by consistently following the golden rules. All members of the school community are expected to report incidents of bullying.

1. Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the

children in their care and should build up a relationship involving mutual support, trust and respect.

We expect staff will:

- Ensure that pupils feel safe and secure in order that children are able to achieve and learn at school.
- Support pupils in reporting incidents of bullying and reassure them that action will take place.
- Ensure that a framework of behavioural expectations is taught; all children learn the golden rules and are involved in creating a set of class rules.
- Be a positive role model by behaving in a respectful and caring manner to students and colleagues
- Encourage children to support and care for each other particularly during playtime and lunchtime e.g. playground buddies
- Raise awareness of bullying through stories, role-play, discussion, R-time, Student Governors (nee School Council), PSHE, RE and assemblies.
- Report any issues regarding bullying to the Head teacher
- Provide a key staff member (Anti-Bullying Champion) who is responsible for the monitoring of the policy and raising awareness of Anti-Bullying in school.
- Lunchtime supervisors to wear high-visibility jackets to ensure that children know who they can go to for support.
- Lunchtime supervisors to encourage children to play together through collaborative games e.g. ring games and team games
- Lunchtime supervisors to support children to encourage children to support one another and to seek help when they need it e.g. through playground buddies
- Where incidents occur outside of school staff are expected to report and deal with incidents as they would with incidents that occur in school by following the guidance for dealing with an incident

2. Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school:

- Feel confident that everything is being done to make sure their child is happy and safe at school.
- Be informed about what to do and who to contact if they have any concerns about bullying.
- Report incidents of bullying which occur within or outside of school.

3. Governors

We expect that governors will:

- Support the Head teacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Appoint a governor with a responsibility to monitor the safeguarding of pupils who will regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

4. Children

We expect that children will:

- Be aware and confident that everything is being done to make school a safe and secure environment for them to achieve and learn.
- Support one another, and know how to seek support to deal with incidents of bullying.
- Be involved in the monitoring and review of the policy by contributing to approaches designed to reduce bullying or better deal with incidents that arise (e.g. via Student Governors, PSHE).
- Report incidents of bullying that occur in or outside of school (Start Telling Other People)

B. Reacting to a specific incident

Reporting incidents of Bullying

The school encourages and equips the whole school community, staff, parents/carers and governors to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident.

All staff are aware of the importance of listening to children's concerns. We encourage all children to think about significant members of the school community that they can go to when they have a problem. The school has a STOP box where the children can record a concern and report it confidentially. The STOP box is checked regularly by the Anti-Bullying champion and incidents are followed up with the Head teacher.

Parents/carers are encouraged to discuss concerns or report incidents of bullying that have occurred within or outside of school on a daily basis. Staff are available daily (whenever possible) during early bird session and at the end of the day to discuss any concerns. The Head teacher is visible at the beginning and end of the school day and is available (whenever possible) to discuss any concerns with parents/carers on a daily basis.

Recording

Incidents clearly identified as bullying within or outside of school must be reported to a senior member of staff (Head teacher/SLT). In all incidents, a log must be made on CPOMS. A Parent Interview Form must be filled in at each meeting held between the Head and parents/carers.

Dealing with an Incident

Whenever a bullying incident is discovered / reported school will go through a number of prearranged steps.

School expects to support all involved by:

1. A discussion with the victim(s) and a trusted member of staff to offer reassurance and to establish the nature of the bullying
2. Record the discussion and hand Bully Referral Form to the Head Teacher.

3. Discussion with perpetrator to help them understand which rules have been broken, the impact of their actions and strategies for making amends.
4. Parent/carer of the victim(s) to be invited into school to discuss the situation with the Head (Parent Interview Form filled in).
5. The Head will discuss with the parents and class teacher how best to support the victim strategies may include circle time, peer support, a buddy and monitoring.
6. Parent/carer of the perpetrator(s) to be invited into school to discuss the situation with the Head
7. The Head will discuss with the parents and class teacher how best to support the perpetrator. Support may include an IEP or intervention from the SENCO.
8. Observations made of all pupils involved this may include classroom, playground and lunchtime.
9. Head to decide if further action is required.

Consequences may include:

- Time away from an activity within the classroom (e.g. missing golden time)
- Missing playtime or another activity e.g. school trips, after school/lunchtime clubs

Parents/carers of both parties are invited to a meeting with the Head to discuss what has happened, and how it has been dealt with. Records of these discussions will be recorded on a Parent Interview Form by a third person. Safeguarding procedures should always be followed when concerns arise for the safety of the victim or perpetrator.

Monitoring

A record of all incidents formally reported to the Head or designated member of the SMT is maintained via CPOMS. A summary of that record may form part of the Head's report to Governors. The day to day monitoring of this policy is the responsibility of the Head.

School should be aware of the need to record incidents in a manner that makes it possible to separately identify racist incidents as a separate category, even if they are collected in the same way as other forms of bullying, as this is a requirement of DfES Circular 10/99. Hate incidents are also reported to the LEA.

Racist and Hate incidents are recorded on a serious incident form and via CPOMS.


Monitoring and review

The day to day monitoring of this policy is the responsibility of the Head teacher. This policy will be reviewed every three years or earlier if considered necessary.

Agreed Date: April 2020

Review Date: April 2023

Signed:  **Head Teacher**

Signed:  **Governor**