



## 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 July 2017)*

### Statement of Intent

At Uplands Infant & Nursery School we provide a happy, warm and caring environment where all of our children feel safe and secure and are eager to learn. Everyone is encouraged to take responsibility for their own actions and to care for, respect and value others and the environment.

### Our aims are:

- To promote the well-being of all pupils.
- To prevent, reduce and eradicate all forms of bullying.
- To offer an environment free from all forms of abuse.
- To have a consistent approach for dealing with incidents of bullying.
- To promote a whole school approach, where signals and signs are identified and swift and effective action is taken.
- To ensure that all pupils and staff and parents are aware of this policy and their obligations.

The Student Governors are involved in the writing, implementation, monitoring, and review of our children's anti-bullying policy each year.

### Definition of Terms

*What is bullying?*

Uplands Infant & Nursery 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, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on 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 July 2017

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

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repeated acts of aggression and/or manipulation – for the children we define this as Several Times on Purpose and use the acronym '**STOP**'. Bullying can take a number of forms – either physical or non-physical, which causes physical or emotional distress.

#### **Bullying can be:**

- 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.
- Material bullying – e.g. damage to belongings or extortion.

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

Bullying can also take place through third-person involvement i.e. another person being encouraged to take part in any of the behaviours above. All staff should also be aware of the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Headteacher. This also includes any incidents of adult bullying by staff or parents. If the Headteacher is suspected of bullying, the matter should be reported to the Chair of the Governing Body. Also, refer to the school whistleblowing policy.

#### **Bullying is not:**

It is important to understand that bullying is not an odd occasional falling out with friends, name calling, arguments, or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. Children need to know that they should still talk to an adult if an incident happens. It is not ok for anyone to deliberately upset or hurt another, whether it is bullying or not. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name-calling, or childish pranks. We all have to learn how to deal with these situations and develop social skills to repair relationships. Children do this with support from adults.

**Bullying is defined as Several Times on Purpose**

#### **Bullying Outside School Premises**

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of the school staff. This can relate

to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops, or in the town centre, or cyberbullying. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or the anti-social behaviour department in the local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

### **Why is it Important to Respond to Bullying?**

- Bullying hurts.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **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 in discussing and reviewing the children's Anti-Bullying policy and the implementation of Anti-Bullying week.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or have nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions that are damaged or "go missing"
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (lunch has been stolen)
- becomes aggressive, disruptive, or unreasonable
- is bullying other children or siblings

- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

## **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 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 colleague
- 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, Student Governors, PSHE, RE, and assemblies.
- Report any issues regarding bullying to the Headteacher
- Provide a key staff member (Anti-Bullying Champion) who is responsible for monitoring the policy and raising awareness of Anti-Bullying in school. Mrs. Parmar is our Anti-Bullying Champion.
- Lunchtime supervisors to wear high-visibility jackets to ensure that children know whom 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 encourage children to support one another and to seek help when they need it e.g. through playground buddies

## **2. Parents/Carers**

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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 whom to contact if they have any concerns about bullying.
- Report incidents of bullying that occur within or outside of school.

### **3. Governors**

We expect that governors will:

- Support the Headteacher 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.

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 the morning session and at the end of the day to discuss any concerns. The Headteacher 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 (Headteacher/SLT). In all incidents, a log must be made on CPOMS.

## **Dealing with an Incident**

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

The 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 log on CPOMS.
3. Discussion with the 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) is to be invited into school to discuss the situation with the Head (Logged on CPOMS).
5. The Head will discuss with the parents and class teacher how best to support the victim. Strategies may include further PSHE time, whole school assemblies, peer support, a buddy, and monitoring.
6. Parent/carer of the perpetrator(s) is to be invited into the school to discuss the situation with the Headteacher.
7. The Headteacher will discuss with the parents and class teacher how best to support the perpetrator.
8. Observations made of all pupils involved this may include classroom, playground, and lunchtime.
9. Headteacher to decide if further action is required.

Consequences may include:

- Missing playtime or another activity e.g. school trips, after-school clubs

Parents/carers of both parties are invited to a meeting with the Headteacher to discuss what has happened, and how it has been dealt with. Records of these discussions will be recorded on CPOMS. 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 Headteacher or a designated member of the management team is maintained via CPOMS. A summary of that record may form part of the Headteacher's report to Governors. The day-to-day monitoring of this policy is the responsibility of the Headteacher.

School should be aware of the need to record incidents in a manner that makes it possible to 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 LA.

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 Headteacher. This policy will be reviewed every three years or earlier if considered necessary.*

**Agreed Date:** April 2023

**Review Date:** April 2026

**Signed:**  **Head Teacher**

**Signed:**



**Governor** Numeera M. I. Shahid.