

SAMUEL WHITE'S INFANT SCHOOL ANTI-BULLYING POLICY

VISION

Our vision is one of everyone working together within the school community, in a happy, caring, safe environment to inspire, excite and challenge every individual to achieve lifelong skills through a joy of learning.

AIMS

We aim to ensure that all children

- Grow and learn in a caring and safe environment where every second counts and every child matters
- Are part of an inclusive broader curriculum and achieve their full potential
- Have confidence and high self esteem
- Respect themselves, each other and the environment
- Are able to work and play independently and collaboratively
- Are supported fully by the parents and the community

These aims are designed to ensure that the school meets the needs of all:

- Without discrimination, harassment or prejudice against anyone on the grounds of gender, race, colour, religion, nationality, ethnic or national origins, ability, disability and social circumstances.
- Through recognizing, valuing and celebrating diversity and preparing pupils to be part of a diverse society.
- Through inclusive educational practice.
- Through actively promoting good personal and community relations.
- By having clear, consistent procedures for dealing with all forms of bullying and harassment.

RATIONALE

A basic principle of our school ethos is respect and care for all human beings. No child should suffer injury, be unhappy about coming to school or lose self-confidence and self-esteem due to bullying behaviour.

DEFINITION

Bullying as a premeditated act not to be confused with spontaneous inappropriate behaviour. It is action taken by one or more child/children with the deliberate intention of hurting another child, either physically or verbally.

POLICY AIMS

1. To prevent any form of bullying whether it is physical, verbal or indirect.
2. To have a safe and secure environment where all can learn without anxiety.
3. To produce an immediate and consistent response to any incidents that may occur.
4. To inform all stakeholders that bullying will not be tolerated.

GUIDELINES

1. General

It is essential there be consistency throughout the school in dealing with bullying. The whole school community has a role to play in combating bullying. Through both the hidden and taught curriculum we hope to foster in all pupils a sense of caring for each other. Pupils are encouraged to be confident enough to talk to teachers or other adults about aggressive acts or hurtful behaviour that they have witnessed or experienced. We aspire to discuss such behaviour appropriately and openly with pupils. We positively discourage children from hitting back or retaliating, but we would emphasise to the bullied child that the incident will be dealt with fairly. A programme of school assemblies and circle

time provides the opportunity for themes such as friendship, thoughtfulness, etc, to be discussed. Children are given the opportunity and vocabulary to share their own experiences and perhaps identify times when they can help and support others.

2. The role of Governors

- 2.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school, taking any incidents of bullying that do occur very seriously and dealing with them appropriately.
- 2.2 The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 2.3 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

3. The role of the Headteacher

- 3.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 3.2 The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school.
- 3.3 The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying and that all reported cases of bullying are fully investigated.
- 3.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- 3.5 Ensure that pupils are treated fairly, information is shared with relevant people and that confidentiality is maintained as appropriate.
- 3.6 Ensure contact with any external agencies should this become necessary.

4 The role of teachers and staff

- 4.1 Adults in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. Adults keep records of all incidents for children in their class.
- 4.2 If adults witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied, after consultation with the Headteacher, the teacher informs the child's parents.
- 4.3 We keep a logbook in the Headteacher's office where we record all reported incidents of bullying.
- 4.4 If, as adults, we become aware of any bullying taking place between members of a class, we deal with the issue immediately.
 - The incident is thoroughly investigated – this may take time to talk to all those involved.

- If the incident is found to be of a bullying nature, adults will provide reassurance and support for the victim of the bullying.
- We will let the child who has carried out the bullying know that the behaviour is unacceptable. We spend time talking to the child who has bullied: we explain why the action of the child was wrong and help the child to change her/his behaviour in future.
- Teachers inform the Headteacher of any incidents, which are all logged.
- Report to the child's parents at the end of the day.
- If bullying behaviour persists, children ultimately may be excluded

4.5 Teachers attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

4.6 Teachers support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

5 The role of parents

5.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

5.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

6 Monitoring and review

6.1 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually.

6.2 This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

CONCLUSION

This policy is closely linked with the school's other policies on safeguarding, social learning and good behaviour, PSHE and Religious Education. It will be reviewed in **February 2011**.

Headteacher.....Date.....

Chair of Governors.....Date.....

SAMUEL WHITE'S INFANT SCHOOL

ANTI-BULLYING – GUIDANCE NOTES FOR PARENTS/CARERS (Please take a few minutes to read this, and keep it for future reference)

INTRODUCTION

Bullying is a problem that has been in schools for a long time, but the press would have us believe that it is on the increase today in schools all over the country. At Samuel White's we have been conscious that children use the word 'bullying' to describe a wide range of behaviour, so we thought it might be helpful to parents and carers if we published these guidance notes to indicate what bullying is – and what it is not – and how it can be dealt with.

The first and most important point to make is that bullying is comparatively rare at Samuel White's School. **It must always be borne in mind that probably the most important lessons that children have to learn in life concerns their relationships with others and, just as we all learn through making mistakes in academic subjects, we do so also in our learning about relationships.**

It is also important to know that in school we always take bullying seriously, always investigate allegations of bullying and always take appropriate action.

What IS bullying?

Bullying is the severe, sustained and systematic verbal or physical abuse of a child or children by another child or group of children. It can include intimidation, repeated violence, calculated spitefulness, continued threats or extortion.

What bullying is NOT?

Children will often say that they are being bullied, but investigation reveals that it is, in fact, one of the following: -

- **'One-off' arguments (or even fights) between children**
- **Teasing which stops when corrected**
- **Loss of temper by one child with different children at different times**
- **Loss of temper during a playground game**
- **Retaliation by the victim of a 'one-off' incident**
- **'Rough' play**
- **Accidental injury**
- **Minor 'one-off' insults**
- **The falling out of friends (they often make up!).**

When these incidents occur in school, they are obviously dealt with – but in a different way to bullying incidents.

It is also worth remembering that in any school there are certain times of year when children's behaviour can deteriorate, e.g. at Christmas, at the end of the Summer term, during a period of wet or windy weather, etc.

"How do I know if my child is being bullied?" - What to look for: -

Children often won't tell if they are being seriously bullied for fear of reprisals. Some of the indicators to watch for include: -

- **Unusual** quietness or unwillingness to talk about school when this had not been the case before
- Persistent bruises which the child is unwilling to explain or talk about

- Change of behaviour pattern – unusual behaviour indicating unhappiness
- Child not wanting parent/carer to approach school (fear of reprisal)
- Child talks about **persistent** problems with one child or a group of children
- Unusual bed-wetting
- Child not wanting to walk to/from school alone (older children)
- Unwillingness to come to school when this has not been a problem before
- Uncharacteristic and sudden spiteful behaviour to a younger sibling
- Money/sweets going missing from home (on rare occasions children have been victims of extortion)

NB. Most of the above **could** be indicators of other problems/issues apart from bullying.

WHAT TO DO ABOUT IT

Firstly, you need to establish if it is a genuine case of bullying (as outlined in the definition).

If it is not bullying:-

- Listen to your child
- Try to get your child to understand the difference between a bullying and non-bullying occurrence. Talk through the incident with the child.
- Talk through what should happen next – should the child be advised to: talk through the problem with others involved? make it up with the other children? forget it? apologise? talk to his/her teacher?
- Keep an eye on the situation for any future developments. If in doubt, talk to your child's teacher – particularly if you feel that there is potential for things not to improve.
- **ADULTS NEED TO HELP CHILDREN TO DEVISE STRATEGIES TO DEAL WITH DIFFICULT RELATIONSHIPS.**

If it IS bullying:-

- Listen to your child
- Reassure your child she/he has done the right thing in 'telling' and that you will support him/her
- Write down names/places/dates and what happened
- Discuss with the child what should happen next and how she/he feels about your proposed action
- **CONTACT THE SCHOOL** (preferably the teacher, Deputy or Headteacher). We will discuss the incident(s) with you and your child and decide together what the most appropriate action is. In most cases this will begin with an investigation, about which you will be kept informed.
- **DO NOT** tackle the alleged perpetrator of the bullying or his/her parents/carers yourself as this can lead to misunderstandings and can confuse the issue. **ALWAYS** go through the school.
- The school has a very clear Good Behaviour Policy, which encourages children to make the right choices about their behaviour towards others. There is, however, an Extreme Behaviour Clause, which takes account of the rare cases when the normal Good Behaviour Policy has no effect. This deals very severely with bullying, but in a systematic way which outlines a series of consequences if behaviour does not improve. The ultimate sanction is permanent exclusion.

CONCLUSION

Genuine bullying incidents are rare and will not be tolerated at school any more than they will be at home. Parents/carers need to be open-minded about incidents, therefore, to ascertain whether or not they **are** genuine. Other incidents are still taken seriously and are appropriately dealt with, but the key word is "appropriate". However, one of our aims is to develop a close partnership with the home so it is important that if you have any doubts or concerns you should always contact the school to discuss them.