

Kempshott Infant School Anti-Bullying Policy and Guidelines

Philosophy

We believe all members of our school community have the right to learn and teach in a safe, secure, productive and happy environment, free from any negative, threatening or disruptive behaviour.

It is important that all pupils and adults are aware that bullying will not be tolerated within the school. This policy outlines how instances of bullying are dealt with, alongside the strategies used to try to reduce the occurrences of bullying. These strategies, such as learning about tolerance and difference, are part of our curriculum and aim to promote an inclusive, tolerant and supportive ethos at school.

What is bullying?

Bullying can be defined as being a **repeated, deliberate act done to cause distress**.

Bullying is a wilful, conscious desire to hurt, threaten or frighten a child or adult over a period of time; the use of physical or verbal aggression that is perceived by anyone to be physically or emotionally intimidating.

Bullying can present as:

Physical incidents - Repeatedly hitting, kicking, spitting, pushing, jostling and 'accidentally' bumping into someone or using intimidating posturing or body language.

Verbal incidents - Name-calling, taunting, mocking, teasing, making offensive personal comments, using threatening or abusive language. It may also include ignoring or not communicating at all.

Emotional incidents - Lowering of a person's self-esteem or confidence by creating situations in which he or she is humiliated, or made to look ridiculous, or gets into trouble; also playing tricks or pranks; leaving people out of groups, games or social occasions; spreading hurtful and untrue rumours.

Cyber Bullying - It is important to recognise that technology may also be a conduit for bullying. The use of technology to cause distress may include email, instant messaging, chat rooms, social networking sites, mobile phones and abuse of access to personal information.

Bullying is not...

It is important to understand that bullying is not the occasional falling out with friends or disagreement with classmates. It is not the isolated incident of name-calling, or when an occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When infrequent problems of this nature arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, occasional name-calling or childish pranks. We all have to learn to deal with these situations and to develop the resilience, confidence and social skills to repair relationships.

Our Strategies to Reduce Incidents of Bullying

- As staff, we will consistently model tolerant, respectful and caring behaviour at all times.
- Our School Values support respect, resilience and the ability to work together. The children are encouraged to develop these qualities and are rewarded as they display them.
- We actively promote a school ethos that encourages positive attitudes towards others and emphasises that every pupil is of equal worth; all our pupils are **VIPs – Very Important Pupils**.
- Good behaviour is recognised, acknowledged, valued and rewarded at every opportunity.
- We will raise awareness and understanding of bullying through our PDL curriculum, assemblies and circle times, creating opportunities for discussion and clarification of the difference between relationship conflict and bullying.
- Every class will display their Class Charter written and agreed by children and teachers at the beginning of each year.
- We will raise awareness of Internet Safety, teaching pupils the importance of not sharing information on line.
- Playground Buddies will monitor the Buddy Bench and will play with children who are unable to find a friend.
- The consequences of unacceptable behaviour will be explained to the children and enforced in a consistent manner.
- All staff are vigilant, watching for inappropriate behaviour in the classroom, around the school or in the playground.
- All staff watch for changes in behaviour, friendship patterns and signs of distress among pupils.

Signs and Symptoms:

There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary. Signs may include:

At home –

- Fear of going to or from school
- Unwillingness to go to school
- Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (e.g. torn books)
- Possessions 'go missing'

At school –

- Deterioration of work
- Looks for excuses to stay in school instead of going out with other children
- Misses school

What Can a Child Do?

- Tell an adult, teacher, teaching assistant or Head Teacher.

What Can a Parent Do?

If your child is being bullied –

- Ask him or her about it directly
- Remain calm
- Take the bullying seriously and find out the facts
- Talk to someone at school – this may be the Head Teacher, Class Teacher, Deputy Head or another member of staff who knows your child well
- Help your child to develop self-assurance and confidence

If your child is a bully –

- Keep calm
- Try to find out the cause of your child's bullying
- Discuss your concerns with the Class Teacher, Deputy Head or Head Teacher
- Set clear guidelines for the behaviour you expect
- Help your child to develop self-esteem
- Ensure that your child apologises to the victim of his or her bullying
- Monitor whether things improve or deteriorate

How we respond to bullying

If a case of perceived bullying is reported it is imperative that it is regarded as serious and dealt with swiftly and effectively.

- Children need time and space to talk to a trusted adult who will listen attentively.
- The incident will be logged and all staff will be made aware of the situation to enable everyone to monitor and prevent further incidents.
- The Class Teacher/Head Teacher will inform the parents of children involved.
- Teachers will ensure that all children involved are paired with others and are supported to play with others.
- Use of ELSA and Social Skills Group to support the children involved.
- All staff must continue to monitor the situation to ensure that the issue has been effectively resolved.
- Parents/carers must be kept involved at all times.

Monitoring and evaluation of this policy:

- The policy will be reviewed by the Governing Body on an annual basis.
- Parents and children will be asked to complete annual behaviour and safety questions on surveys. These will include specific questions about how safe children feel in our school. Feedback from these questionnaires will be collated, shared and actions communicated.