



Anti-Bullying Policy and Procedure

Nevill Road Infant School

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Emma Stoddart – Deputy Headteacher

Next Review – June 2024

This policy should be read in conjunction with 'Preventing and Tackling Bullying: Guidance for Headteachers, Staff and Governing Bodies' DfE [2017].

Responsibilities

It is the responsibility of:

- Nevill Road Infant School Governors to take a lead role in monitoring and reviewing this policy **annually**;
- Governors and all staff to be aware of this policy and implement it accordingly;
- The Headteacher and Deputy Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably;
- Staff to support and uphold the aims of the policy;
- Parents/carers to support their children and work in partnership with the school;
- Children to abide by the policy.

Introduction

At Nevill Road Infant School, we recognise the existence of bullying and the complexities of the problem. Children must be given the chance to learn in a safe and secure environment, where there is a shared responsibility between children, parents / carers, governors, and school staff to address any issues around bullying that arise. We are committed to developing an anti-bullying culture whereby no bullying, including bullying between adults, or adults and children, will be tolerated. Central to our wish to combat bullying is that the children must be encouraged to talk about incidents and that staff must take bullying seriously and act in a positive manner.

Definition of Bullying

At Nevill Road Infant School we define bullying as:

- Deliberately hurtful behaviour (physically or emotionally)
- Happens more than once - it is not just a one-off incident
- It involves an imbalance of power - the person being bullied may find it hard to defend themselves
- deliberately hurtful behaviour

The Department for Education define bullying as:

“behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally” (DfE; “Preventing and Tackling Bullying”, July 2017)

Bullying, with any age group of children, can be set apart from other unacceptable forms of aggression in that it involves dominance or calculated manipulation of one pupil by another or by a group. It is premeditated and usually forms a pattern of behaviour rather than an isolated incident.

Types of Bullying

Specific types of bullying include bullying related to:

- race, religion or culture
- an additional need or disability (SEND)
- being gifted or talented
- appearance or health condition
- sexual orientation
- young carer, looked after children or home circumstances
- sexist or sexual bullying

Forms of Bullying

Bullying behaviour can represent itself in several different forms. Children can be bullied in ways that are:

- **Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do etc.
- **Verbal** – by being teased in a nasty way; insulted about their race, religion or culture; called names in other ways or having offensive / discriminatory comments directed at them etc.
- **Indirect** – by having nasty stories told about them; being left out, laughed at, ignored or excluded from groups etc.
- **Electronic / 'cyberbullying'** - via text message; via instant messenger services / apps / platforms and social networking sites; via email; and via images or videos posted on the internet or spread via mobile phones / social media etc.

Signs of Bullying

Quite often children will give us the signs if they are experiencing a difficult or distressing time either at school or at home. Some common signs are:

- upset when travelling to school
- refusing or not wanting to come to school
- a sudden down-turn in learning
- withdrawn and distracted
- not sleeping well
- unusually emotional

In fact, any kind of behaviour that is unusual for a child, will likely be a sign that something is not going right.

When a person, or group of people, has been made aware of the effects of their behaviour on another person and they continue to behave in the same manner, this is bullying and the anti-bullying policy and procedure need to be implemented.

Common Feelings

Bullying could be taking place and needs to be considered using our policy and procedure, when a person or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- physically and/or mentally hurt or worried
- unsafe and/or frightened
- unable to do well and achieve
- alone, unimportant and/or undervalued
- unable to see a happy and exciting future for themselves

Early Intervention

Behaviour of a bullying nature must be recognised and dealt with as early as possible. As a school we will challenge the standard excuses: 'it was a joke', 'it was an accident', 'I'm sorry', or 'it was only a game', through the use of restorative approaches and by following our Behaviour Policy.

Prevention

As a school we have created an ethos of good behaviour where pupils follow our Golden Rules (see Behaviour Policy), and treat one another and the staff team with respect because they know that this is the right way to behave. Our school values of Nurture, Enjoyment, Voice, Inclusion, Love of Learning, Resilience and Discovery underpin the children's understanding about how to treat others and how we should be treated ourselves. They permeate the whole school and are reinforced by the staff team throughout the day.

Our school's response to bullying does not start at the point at which a child has been bullied. The staff at Nevill Road Infant School act proactively to gather information about issues between pupils which might provoke conflict, and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, through the use of restorative approaches, displays around the school, in lessons, and through dedicated events, projects, theme weeks and termly assemblies relating to anti-bullying, and the consistent teaching of our **Several Times On Purpose** acronym.



Nevill Road Infant School aims to prevent bullying through:

- **maintaining good relationships** which promote trust and sensitivity;
- **making it easy for pupils to report bullying** so that they are assured that they will be listened to and incidents are acted on, we remind the children through termly assemblies and posters in classrooms and across the school, about people they can talk to if they have any concerns;
- **creating an inclusive, safe environment** where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- **celebrating success** to create a positive school ethos;
- maintaining an appropriate level of adult **supervision**;
- **involving parents** to ensure that they are clear that our school does not tolerate bullying and are aware of the procedures to follow if they believe that their, or another child is being bullied;
- **involving pupils** to ensure they all understand our approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- **regularly evaluating** and updating our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;
- **implementing disciplinary consequences** ensuring that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;
- using our PSHE framework to **openly discuss and celebrate differences between people that could motivate bullying**, such as religion, ethnicity, disability, gender, sexual orientation, or children with different family situations, such as looked after children or those with caring responsibilities. We also teach children that the use of any prejudice-based language will not be tolerated;
- **using specific organisations or resources for help with problems** ensuring we will draw on the experience and expertise of anti-bullying organisations with a specialised expertise in dealing with certain forms of bullying;
- **providing effective staff training** so all school staff understand the principles and purpose of our policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support;
- **working with the wider community** such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

Understanding the Possible Limits of Adult Intervention

Whilst the expectation and monitoring of children's behaviour is constant throughout the school day regardless of setting, there are always possible limits to the effectiveness in certain circumstances. All school staff teach children about positive relationships, tolerance, acceptance of difference, and friendship, however, they are not able to "dictate" who children play with during their breaks. Staff will encourage and support positive interaction and inclusion. If appropriate additional support is required, it may include interventions such as Play Buddies etc. Staff act as play leaders, modelling play and purposeful interactions. Any staff member overseeing the care of an individual will be made aware of any concerns which have been flagged and will monitor their wellbeing.

Acting After a Report of Bullying

The following action plan should be followed when incidents of bullying occur to whatever stage is deemed necessary:

1. The member of staff to whom the incident is reported will act *immediately* to make the situation safe if necessary, and the Behaviour Policy must be followed.
2. The class teacher(s) of the child(ren) involved must be informed of the incident. If the class teacher is unavailable, then the PPA Cover Teacher, Headteacher, or Deputy Headteacher must be informed.
3. A log of the incident must be recorded on CPOMS and given the category of Bullying for all children involved, by the person to whom the incident was reported. Where the incident involves a member of staff, the Whistleblowing Policy must be followed.
4. The class teacher must investigate the allegations, and add their findings onto CPOMS. All children must be spoken to separately, including any witnesses.
5. The Headteacher or Deputy Headteacher / Behaviour Lead will decide upon a plan of action. This might involve:
 - a **restorative meeting** which includes talking about strategies for working together amicably, but support the understanding that the children might not become friends;
 - **consequences** – e.g. internal exclusion, external exclusion etc;
 - **planning PSHE/Circle Time** for class to address appropriate areas on a regular basis as needed;
 - **referral to outside agencies** – e.g. Education Welfare Officer, Specialist Teaching Team, CAMHS, with consent of parent/carers as appropriate;
 - **additional assemblies** to reinforce school expectations.
6. Parent/carers of the children concerned will be informed of the incidents by the Headteacher or Deputy Headteacher and of the action the school is taking.
7. The school may also hold follow-up discussions with parents when appropriate to keep them informed of ongoing progress. A record will be kept of any meetings between the Headteacher or Deputy Headteacher and parents/carers and kept on CPOMS.
8. The Headteacher will report all bullying incidents to the Local Authority and to governors who will monitor such incidents.

Bullying in Little Brown Bears and Nursery

Bullying can happen, but it is rare in a preschool setting.

Staff should follow these guidelines if bullying is witnessed or reported:

- take the matter seriously;
- take time to investigate the situation;
- remain calm - reacting emotionally may make the incident more confusing for those involved;
- record the incident on CPOMS for all parties involved;
- inform the Headteacher or the Deputy Headteacher as soon as possible.

Once the facts are established:

- support the child who has been harmed (mentally or physically);
- make it clear to the child who is bullying that their behaviour is unacceptable;
- restorative approaches to be used to encourage empathy from the child who is bullying;
- decide on a suitable consequence and explain why it is being given;
- inform the parents/carers of all children involved about the incident;
- plan PSHE/Circle Time for key worker to address appropriate areas on a regular basis as needed;
- monitor the situation to ensure the bullying ceases.

Links with Other School Policies and Procedures

This policy links with several other school policies and procedures:

- Behaviour Policy
- Complaints Policy and Procedure
- Safeguarding and Child Protection Policy
- Acceptable Use Policy
- Curriculum policies such as PSHE and Computing
- Staff Code of Conduct
- Whistleblowing Policy

Useful Links

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools”: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT (lesbian, gay, bisexual, and transgender)

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational