

Newport Infant School

Anti-Bullying Policy

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Aims of the policy

All children have the right to feel safe and protected in school and we are committed to providing such an environment. The aim of this policy is to ensure that all members of the school community can identify and understand the seriousness of bullying and know ways of responding to it effectively.

All adults in the school community have an obligation to support this principle, and all children should be encouraged to share in this responsibility for the safety and well-being of each other. At Newport Infant School, bullying will not be accepted or condoned. All forms of bullying will be addressed and will not be tolerated.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Definition of bullying

"Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else."
BULLYING IS NOT WHEN CHILDREN FALL OUT OR DON'T GET ON

Bullying usually stems from the bully having very low self-esteem.
- tend to have aggressive attitudes over which they exercise little control
- tend to lack empathy; they cannot imagine what the victim feels
- tend to lack guilt, they rationalise that their victim "deserves" the bullying

It can be carried out by individuals or groups and the characteristics of bullying are that:
- It is deliberately harmful
- It is repeated over time
- It is difficult for those being bullied to defend themselves
- It is usually hidden from adults or authority figures

Everybody has the responsibility to work together to stop bullying – the teacher, TAs, parents/carers, the child, the official. There is a commitment to the early identification of bullying and then prompt, collective action to deal with it.

Signs of bullying:
- Teasing
- Name-calling
- Spreading rumours
- Exclusion from the group
- Being by themselves at break times
- Threats, including threatening looks
- Extortion
- Damage or loss of belongings
- Work being torn and destroyed
- Hitting out at others or becoming aggressive
- Physical assault
- Racial harassment
- Sexual harassment
- Becoming withdrawn

- Being nasty to someone and getting others to be nasty too
- Sudden underachievement
- Reluctance to attend school
- Nightmares or sleeplessness
- Child and young person not willing to approach adults to discuss problems
- Children or young person appearing upset or afraid

Victims may be:

- new to the school/class
- different in appearance, speech, background
- suffer from low esteem
- nervous or anxious
- react in an "entertaining" manner eg have a tantrum and lose control
- be ordinary but suffering in silence
- see themselves as inadequate and friendless, may become withdrawn and underachieve

Cyber Bullying

We recognise that bullying increasingly takes place in "cyber" environments, such as on the internet and through the use of mobile phones. In whatever form, we will take action to prevent this and parents are informed of all incidents. In some cases these incidents can be treated as a Child Protection issue.

The Designated Person for Child Protection is the Head teacher (see Child Protection Policy). We recognise and will act in accordance with guidelines set down by the DfES on cyberbullying as specified on www.dfes.gov.uk/bullying.

At Newport Infant School we incorporate Cyber bullying into the Computing and PHSE curriculum. We use an e-safety programme called Hector's World and each pupil signs a charter promising to adhere to clear rules around internet safety. We also take part in National Internet Safety week.

Homophobic Bullying

Homophobic bullying does not only affect lesbian, gay and bisexual (LGB) young people. Anyone who is perceived as different can become a target of homophobic bullying. Like any other form of bullying, homophobic bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Principles for the management of incidents

Concerns raised by parents or staff are documented and stored with the safeguarding records on CPOMS and the matter investigated.

Where judged necessary, parents of all the children involved should be informed and will be asked to attend a meeting to discuss the problem.

Support will be given to help the child displaying bullying behaviour to change their behaviour.

Staff response to bullying

- A secure environment should be provided in which incidents can be reported confidently
- The pupil who has been bullied should be made to feel safe and listened to
- All pupils should be shown that bullying is taken seriously
- Teachers should respond calmly and consistently to incidents of bullying
- The school should protect and support all parties while the issues are resolved
- The person who has done the bullying, and those who may have colluded, should be encouraged to behave in a more acceptable way
- Interventions should be monitored and followed-up appropriately at the individual, group or whole school level.

Staff should:

- be available – break the code of secrecy. Make it known that they are ready to listen.
- take the incident/report seriously and provide immediate support
- listen to the child – ask the bullied child who was involved and how she or he is feeling
- act quickly (consider whether the action should be public or private) and remain calm (reacting emotionally can enhance the bully's "fun")
- record – ensure the incident is recorded and forwarded to one of the DSL's
- respond – ensure that responses are non-aggressive and provide models of positive behaviour.
- reassure the victim (they are not foolish or inadequate)
- offer help, advice and support to the victim
- identify vulnerable pupils with long-term needs requiring a development programme.
- make the bully aware you disapprove
- encourage the bully to empathise with the victim's feelings
- punish the bully according to the Golden Rule system (but be aware reacting aggressively reinforces the idea that it is alright to bully if you have power)
- explain that you like the child, it is the behaviour that is being punished
- explain clearly why the punishment is being given
- inform the Headteacher of the incident and action taken
- inform colleagues if the child/children are in their class
- The Headteacher will inform parents if appropriate
- The Headteacher will record the incident and make a note to contact the parents of the victim to follow up
- follow up - review progress and evaluate policies and intervention.

Remember such matters should be dealt with privately away from other members of the class/audiences. Children being bullied will be supported and given assistance to uphold their right to play and live in a safe environment which allows their healthy development.

We conduct an annual questionnaire to parents and children to comment on their perception of their child's safety in school. The results of which are analysed by the Headteacher, and action taken where appropriate. Staff are well supported by the systems in place and the Headteacher and Deputy Headteacher of the school support the staff in applying appropriate sanctions to children who bully.

The school's analysis of bullying and the actions taken are included in the Headteacher's reports to governors, and the Governors are able to challenge and support the school accordingly.

PSHE, Circle Time, RE and Language work should aim to develop self-esteem and social skills. SEAL work develops self-esteem and helps children to deal with a range of challenging situations.

Therefore co-operative work and non-aggressive behaviour needs to be praised. Empathy can be increased by Circle Time and role-play. Reinforcement of the Golden Rules where children are encouraged to be kind to each other and not to hurt the feelings of others. Language and RE can work on themes of "how people feel."

Prevention of bullying

- children should know we care
- all children are able to articulate the STOP model to evidence their understanding of bullying
- children should feel they are able to talk to the adults in school and to know that they will be listened to and supported
- new children should be integrated into school without fears
- A "buddy" system is used when the need is identified for both new and existing pupils
- children should understand what constitutes bullying and should follow school rules which demonstrate caring behaviour
- all children should know sanctions will be taken if they bully
- all adults/staff in school should know the procedure for sanctions
- parents should be informed how the school deals with incidents or reports of bullying.
- children are reminded of Golden Rules where the feelings of others are taken into consideration
- SEAL work with whole class and small groups to provide children with ways of dealing with situations that are distressing
- "Cool to be kind" week to support Social Moral Spiritual and Cultural values taught
- The safety crew promote an understanding of bullying, carry out surveys of how safe children feel in school and raise the profile of bullying through their work in school

Support to the parents/guardians

- Parents should be advised on policies and procedures in relation to bullying
- Any incident of bullying should be discussed with the child's parent/carer and their involvement encouraged
- Parent/carer advice on action will be sought and agreements made as to what action should be taken
- Advice on coping with bullying should be given
- Support should be offered to parents/carers including information on other agencies or support lines.

How parents can help their child

- encourage them to talk about what is worrying them, but be patient as she or he may be distressed
- stay calm but show that you are supportive
- avoid dwelling on sensitive issues
- give reassurance that you are sympathetic and will do something about it
- explain that it can happen to most people at some time or another
- try to help him or her to see the difficulty as a problem that can be solved
- ask them if they can see ways of changing things
- talk to staff at school about bullying and work with them to improve the situation
- help him or her to develop coping strategies
- help everyone to keep a sense of proportion in the situation