



## Anti-Bullying Policy

### Definition of Bullying

- Bullying is a form of emotional or physical abuse that has three defining characteristics:
  - Deliberate: The intention of the bully is to hurt someone
  - Repeated: The bully will target the same victim over a period of time
  - Power imbalanced: The bully will choose a victim that he or she perceives as vulnerable or that they feel they are more important than or have power over.

The four main types of bullying are:

- Relational (spreading rumours, excluding someone from social/friendship groups, encouraging others to hurt someone).
- Verbal (name calling, shouting, racist or homophobic remarks).
- Physical (hitting, kicking, pushing).
- Cyber Bullying (Use of technology , internet, mobile phones, social media) to cause deliberate hurt, to post hurtful messages or images). *( our E safety policy should also be referred to)*

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying. This is a matter of professional judgement. If one child causes harm to another, this should not necessarily be dealt with as abuse: bullying and fighting between children are not generally seen as child protection issues. However, it may be appropriate to regard a child's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the children concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged child. If the evidence suggests that there was an intention to cause severe harm to the victim or to exploit them, this should be regarded as abusive whether or not severe harm was actually caused.

If professionals identify actions as abuse then the peer on peer abuse policy should be referred to.

### Ethos underpinning our Anti- Bullying Policy

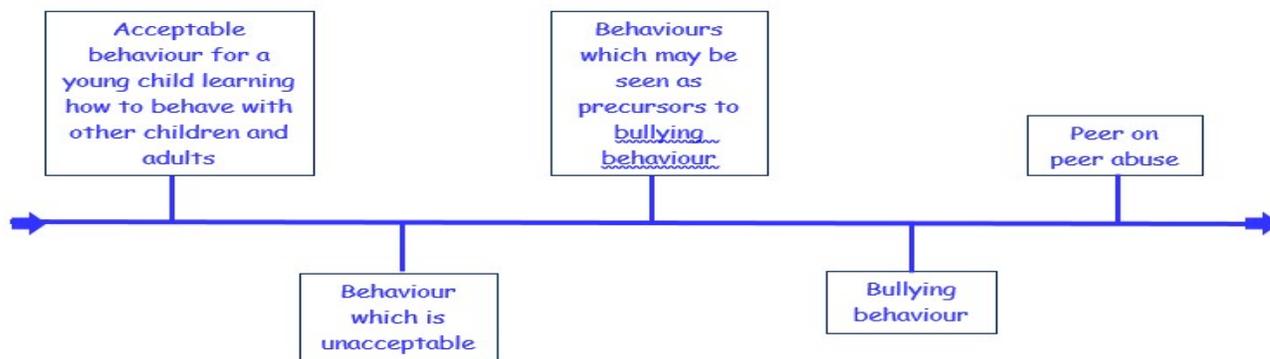
We aim to create a bullying free environment; an environment which is safe, secure and nurturing and within which there are safe, secure and nurturing relationships

We will not tolerate bullying and will act swiftly, fairly, appropriately and firmly against any such behaviours.

As a Nursery and Infant School we have a very clear understanding that we have the ideal opportunity to effectively prevent the emergence of bullying behaviours and to foster the development of positive social interactions

Through the PSHRE curriculum, our day to day activities and our behaviour expectations will enable children to develop cooperative social behaviours, to solve problems constructively and to develop empathy. This means that they will be less likely to bully, less likely to be bullied and also more likely to be a child who helps if they see someone else being bullied.

We understand that conflicts between and inappropriate actions towards other children could be indicative of intent and / or outcome anywhere on this continuum.



## Implementation

Anti-Bullying work is supported through the Behaviour Policy and explicitly through our PSHRE Education curriculum. Our PSHRE Education curriculum has three key themes appropriate to this policy (amongst other themes):

- Developing knowledge about emotions and how to deal with different emotions
- Developing empathy
- Understanding healthy and respectful relationships.

We are clear about how children should show respectful behaviour towards each other. We talk with our children about both appropriate behaviours, and bullying through PSHRE planned lessons and through responsive ongoing day to day discussions with the children.

Our paired learning, problem-solving, conflict resolution and buddy systems enable children to learn and practice their social skills, cooperation and to develop empathy

We deal with bullying directly and openly thus reinforcing to everyone that bullying is an important concern, that it will not be tolerated, and that everyone needs to work together to prevent and, if this fails, to stop it.

We operate an open door policy so parents can express any concerns as soon as they arise.

We apply professional judgement and active listening to participants when identifying if conflicts between, and inappropriate actions towards other children, are bullying. The continuum above helps us consider this and be open when talking to parents about how we have dealt with the issue.

We do not label a child as a 'bully'. This is unhelpful and says that bullying is something you are rather than a behaviour choice you can change. Instead, we will talk about the behaviour. Additionally we recognise that the perpetrator of bullying behaviours are showing behaviours that are indicative of a need for support.

We encourage restorative approaches and conflict resolution which includes supporting children to express their feelings in a safe space and to repair relationships in meaningful ways

### **The following steps will be taken when dealing with incidents where bullying is suspected:**

If bullying is suspected or reported, the incident must be dealt with immediately by the member of staff who has been approached but must also be reported onto the Head Teacher.

Staff's initial investigation of alleged bullying should be by consulting the victim(s). There is a checklist for investigating an incident, (appendix one).

The member of staff, in consultation with the Head Teacher should reach agreement as to whether this incident constitutes bullying, peer on peer abuse or should be addressed as an incident of inappropriate behaviour.

If it is felt that an incident of bullying has taken place, then it will be taken seriously and investigated further.

If deemed to be bullying, the Head Teacher will decide which member of staff is most appropriate to talk to the children concerned.

A written chronology will be kept by the class teacher and this will be updated until the situation has been resolved.

Appropriate consequences in accordance with the school's behaviour policy will be used and all parties concerned will be informed of these.

### **Support will be provided for the victim and the child/ children responsible**

- Support for the victim is essential both immediately following the incident and during an agreed period of review.
- The victim will be offered an immediate opportunity to discuss the experience with a member of staff of their choice.
- We will take positive steps to ensure the victim is kept physically safe from further bullying .
- We will take steps to reassure the child, restore self-esteem and confidence and we will offer continuous support.
- Peer, staff, parental and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

### **Child/ren Responsible**

It is recognised that support must also be given to the child/ren responsible for the bullying. Consequences are intended to change or modify behaviour not to label anyone as a bully.

We also need them to understand their behaviour and the impact that this has on the other child. Punishment alone will not stop bullying, education and support will.

Such procedures may include:

- Positive behaviour strategies
- Education about bullying, understanding what this means and how to change their behaviours
- Withdrawal of activities
- Discussion about the effects of bullying
- Peer mediation/restorative activities
- Involvement of other agencies and services such as Educational Psychologist and the Behaviour Support Team.
- Partnership working with parents

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### **Whole school response**

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHRE, Assemblies, principles of THRIVE, as appropriate, in an attempt to ensure such behaviour does not develop in our children .

## Appendix One

### Checklist for investigating and recording an incident of bullying

Who was involved?
What is alleged to have happened, from the perspective of all those involved? This should include: When, where, who saw it?
How did the incident start? Was it spontaneous or premeditated?
Who reported it to whom and when?
Is there any background to this incident?
What are our thoughts about the child/ren displaying bullying behaviour and why they are displaying this behaviour? Is there any past history of their behaviour being unacceptable towards others?
Is there any other reason for considering this to be bullying behaviour?
Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
What does/do the victim(s) wish to see resulting from the investigation?