

# Brackenwood Infant School



## Anti-Bullying Policy

		Name	Signature	Name	Signature
Date Adopted					
Review Date					

## **BRACKENWOOD INFANT SCHOOL**

### **ANTI-BULLYING POLICY**

*This document is a statement of the aims, principles and strategies to prevent bullying at Brackenwood Infant School.*

#### **OVERVIEW**

The aim of the anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively.

#### **CONSULTATION**

Children, staff, governors and parents are made aware of the anti-bullying policy through meetings, discussions, assemblies and PSHE/RSHE lessons.

This policy should be read in conjunction with the school's Safeguarding Policy, PSHE Policy, Keeping Children Safe in Education Policy and Behaviour Policy.

#### **AIMS**

1. To ensure a happy, secure environment where all children can flourish and feel valued.
2. To ensure children have a clear understanding of the school's expectations of behaviour and encouraged to achieve them.
3. To ensure clear procedures are in place for children, staff and parents, should an incident of bullying occur.
4. To ensure all staff are fully aware of the different types of bullying, the possible effects and consequences which can occur.
5. To ensure all staff and parents are aware of the possible indicators that a child may be being bullied.
6. To raise aspects of bullying through the curriculum, giving children the opportunity to explore different issues.

#### **WHAT IS BULLYING?**

The children of the school have agreed the following through assemblies, class councils and school council meetings:

- Bullying hurts, frightens or threatens
- Bullying is intentional
- Bullying is repeated

As a school, we believe bullying is the persistent use of any kind of behaviour with the intention of hurting another person, and which results in pain or distress to the victim.

There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves (The Children's Act 2004)

We define bullying as having occurred **several times on purpose (STOP)**. All Staff, governors, children and parents should have an understanding of bullying and clear procedures for reporting bullying should be understood and followed.

The school will be proactive in respect of unacceptable conduct which occurs outside the school that is connected to the school.

### **TYPES OF BULLYING**

- **Physical:** Pushing, kicking, hitting, spitting, biting, punching or any use of violence, unwanted sexual contact or (child on child abuse)\*.  
*\*Further information can be found in the Child on child Abuse section of this policy.*
- **Verbal:** Threatening, name-calling, sarcasm, spreading rumours, teasing.
- **Indirect:** Ignoring or excluding from groups, tormenting (i.e. hiding books, threatening gestures), being unfriendly, and glaring and staring,
- **Targeted** (involving):
  - **Racial:** taunts, graffiti, gestures.
  - **Gender:** Sexist remarks, offensive stereotyping or belittling of a person's gender or gender transition.
  - **Sexuality:** Including use of offensive homophobic and/or biphobic language.
  - **Disability:** Physical, verbal, emotional abuse of a person because of their disability.
  - **Cyber bullying:** Mobile, Internet and Wireless technologies used to taunt or abuse others. (This is a very specific type of bullying from outside school which impacts within school and needs to be dealt with.)

### **WHAT THE SCHOOL AND STAFF DO**

- Safeguard all children who report bullying and always listen to any concerns.
- Ensure regular training updates occur for staff on identifying bullying and following school policy and procedures and they are alert to signs of distress and other possible indications of bullying.
- Ensure children are aware of immediate 'safe places' supported by staff for vulnerable children eg ELSA (Emotional Literacy Support Assistant).
- Regularly canvas children's views on the extent and nature of bullying in school.
- Involve children in anti-bullying campaigns, participation in National Anti-Bullying week and updating the policy.
- Class teachers will discuss bullying openly and the effects of bullying on a regular basis as part of their English work, drama, class councils and through units of work in the PSHE/RSHE curriculum using Jigsaw.
- All children will be taught about their rights and responsibilities to others.
- Ensure playgrounds have a high level of supervision during playtimes and lunch breaks.
- When necessary, class or School Assemblies are arranged to reinforce the anti-bullying message.
- Resources are available from ELSA, Jigsaw, Anti-Bullying Campaigns for staff to access when required.
- Seek support from outside agencies if necessary.
- Support put in place for children who have been targets of bullying and those who have been accused/found to be the bully.

### **POSSIBLE INDICATORS**

There is no fool proof way of knowing whether a child or young person is being bullied. Bullying is a covert and even secretive activity. Reducing bullying therefore involves effective communication between members of staff, parents and young people as part of a school culture where talking about bullying and asserting one's right to feel safe are viewed as particularly important.

The following are some useful indicators which can lead to a more detailed discussion of what is happening to a young person.

- Unexplained bruises, scratches, cuts, bite marks
- Belongings repeatedly going missing
- Refuses to say why he/she is unhappy
- Distressed at the thought of going to school
- Refuses to go to school
- Frightened of walking to school alone
- Changes route to school
- Has started taking longer to get home from school ;
- Seems withdrawn / unhappy or in a world of his / her own ;
- Cries at bedtime ;
- Returns home with torn clothes or damaged schoolwork ;
- Returns home hungry (lunch / snack money stolen) ;
- Asks for more money than usual or steals money (to pay bully) ;
- Loses interest in schoolwork or finds it harder to concentrate ;
- Refuses to go out to play or stops going to clubs.

### **THE SCHOOL PROCEDURES**

**If an allegation of bullying has been made the school will:**

- Complete an Incident Investigation Form for any alleged bullying incident.
- Establish if actions are 'Several Times On Purpose' and therefore bullying or a one off serious incident of bullying.
- If actions are 'Several Times On Purpose,' then complete an Anti-Bullying Action Form
- Take all bullying problems seriously.
- Investigate all incidents thoroughly.
- Ensure appropriate actions are taken (see behaviour policy)
- Keep a written record of the incident, investigation and outcome (including sanctions)
- Monitor behaviour regularly.
- Inform parents of concerns.
- Provide relevant support to the victim, bully and family if necessary.
- Participate in National Anti-Bullying Week
- Obtain the views of the School Council
- Monitor and review the policy

### **WHAT WILL THE SCHOOL DO FOR THE VICTIM?**

#### **The school will:**

- Reassure the victim that they will try to stop the bullying and that telling does not rebound on the victim.
- Support the victim by listening and by encouraging them to talk about their experience.
- Encourage the victim to accept the bully's apology if appropriate.
- Tell the victim who to turn to should any further problems arise.
- Take into consideration the wishes of the victim concerning the support they receive
- Involve school ELSA if appropriate.
- Monitor to ensure bullying does not continue.

### **WHAT WILL THE SCHOOL DO FOR THE BULLY?**

#### **The school will:**

- Talk to the bully/bullies and inform their parents.
- Try to find out why the bullying is happening.
- Involve ELSA if appropriate.
- Try to support a solution / resolution between the bully/bullies and the victim.
- Tell the bully how the victim is feeling.
- Help the bully to accept responsibility for his/her actions.
- Help the bully to change his/her behaviour by keeping in contact with them.
- Do everything it can to help a bully who admits he/she has a problem.
- If appropriate bring the victim and bully together, with an adult present, for the bully to apologise to the victim.
- Ensure appropriate sanctions are given (see behaviour policy).
- Monitor behaviour to ensure it does not continue.
- If necessary, the child will report to the Head Teacher's office at the beginning and end of each day and will be collected by the parents/carers.

The most severe sanction is exclusion from school. As a school we have a responsibility before resorting to this, to do everything reasonably possible to effect a change in the behaviour of the bullying child, so that they can ultimately live in an adult world showing empathy to other people.

### **TACKLING CYBERBULLYING**

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide; but their popularity provides increasing opportunities for misuse through 'cyberbullying'. School staff, young people and parents have to be constantly vigilant and work together to prevent this form of bullying and tackle it whenever it occurs.

### **WHAT IS CYBERBULLYING**

Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London, identifies the following categories of cyberbullying:

- Text message bullying
- Picture/video clip bullying
- Phone call bullying
- Email bullying
- Bullying through instant messaging
- Bullying via websites

### **WHO IS MOST VULNERABLE?**

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or internet connection can be a target for cyberbullying. What's more, bullies can reach much larger numbers within a peer group than they can with conventional bullying, for example, vindictive comments posted on a website can be seen by a large number, as can video clips sent by mobile phone.

### **THE SCHOOL PROCEDURES**

**\*The school will use the following procedures in conjunction with those already highlighted in this policy.**

- Use the SMART model (Stay Safe, Don't Meet Up, Accepting Files, Reliable, Tell someone) to educate children about internet safety
- Teach all children about how to keep themselves safe online through our Computing Curriculum, Internet Safety Assemblies and during our Computing Week.
- Ensure that all staff are aware of and follow all GDPR policies and that security systems are in place to prevent images and information about children and staff being accessed improperly from outside the school
- Ensure that children are not permitted to bring mobile phones or other electronic devices to school, unless it is part of an agreed learning plan.
- Educate children so that they never give out personal contact details online or post photographs of themselves on sites.
- Instruct children to inform adults if something makes them feel worried or uncomfortable (T of SMART).
- If cyberbullying is reported, the school will investigate the incident following the same steps as all other types of bullying.
- Notify the police if a crime has been committed and will work with all appropriate outside agencies to manage cyber bullying.

### **BULLYING OUTSIDE SCHOOL PREMISES (INCLUDING CYBERBULLYING)**

Any incidents which occur outside school which have (or may) continue to be an issue in school will be investigated and dealt with appropriately. This would usually involve discussions with parents/ carers of children involved.

For further information <https://www.wirral safeguarding.co.uk/bullying/>

### **CHILD ON CHILD ABUSE**

Child on child abuse is described in the school's safeguarding policy as including, 'but not limited to: bullying (including cyber bullying), gender based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and sexting. Staff should recognise that children are capable of abusing their peers.'

'Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges from Sept 2021 is here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)'

For further information please see the school's child on child abuse policy which can be accessed on the school's website or by contacting the school office.

### **THE SCHOOL PROCEDURES**

**\*The school will use the following procedures in conjunction with the procedures involved with investigating an alleged incident of bullying:**

- Ensure that all staff are fully aware of expectations and procedures set out in school's Safeguarding Policy, PSHE Policy, Keeping Children Safe in Education Policy, Behaviour Policy
- Educate all children about how to keep themselves safe and how to report anything that makes them feel uncomfortable.
- If any incidences of child on child abuse are reported, the school will investigate the incident following the same steps as all other types of bullying.
- Notify the police if a crime has been committed.
- The school will work with any/all appropriate outside agencies to manage cyber bullying.

### **Roles and responsibilities**

- All staff have a responsibility to ensure that the children are learning in a safe and secure environment and that break and lunchtime systems adhere to school policy on behaviour.
- The Headteacher will keep the Governing Body informed of any amendments which may need to be made to this policy.
- All staff have a responsibility to review and implement this policy.
- Any incidents of bullying to be recorded.

The Senior Leadership Team will assess and review this policy regularly and the Head Teacher will report any incidents to the Governors. The Head Teacher will also report on the effectiveness of the policy.

The policy will be formally reviewed annually responding to the views of the children, staff and parents.

# BRACKENWOOD INFANT SCHOOL ANTI-BULLYING ACTION FORM



<b>DATE OF REPORT</b>		<b>REPORT MADE BY</b>	
<b>REPORT PROVIDED TO</b>		<b>CHILDREN INVOLVED</b>	

<b>Has this incident or these incidences, been fully investigated using the school's incident report form?</b>	<b>YES / NO</b>
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NATURE OF COMPLAINT – INCLUDING TYPE OF BULLYING INVOLVED

EVIDENCE

ACTION(S)	DATE COMPLETED

**Headteacher (date)** .....

**Governors informed (date)** .....