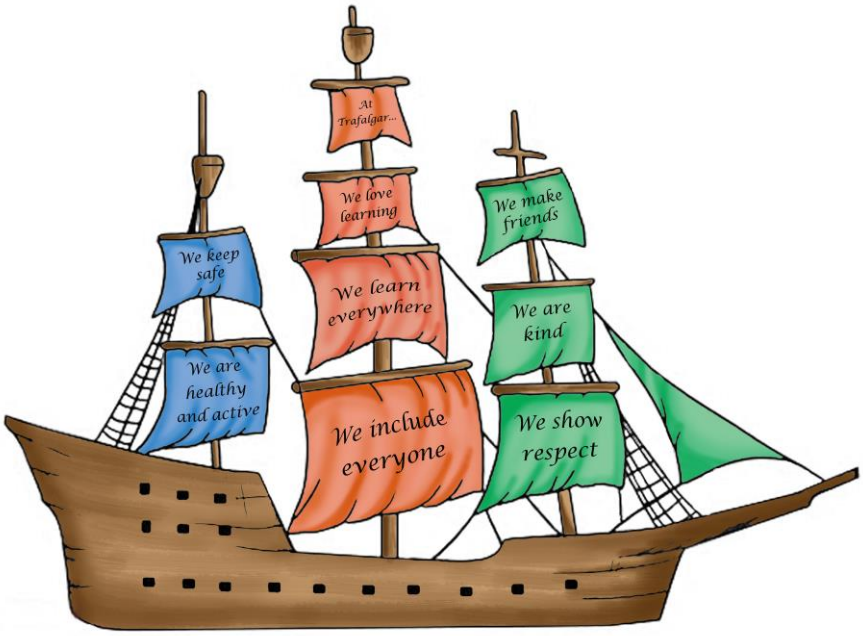
Trafalgar Community Infant School



Policy Document

ANTI-BULLYING POLICY

REVIEWED: SUMMER 2016
REVIEW: SUMMER 2018

Trafalgar is a rights respecting school. We refer to the UN Convention on the Rights of the Children (UNCRC) throughout this policy.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn and play in a relaxed and secure atmosphere. We achieve this by having in place an anti-bullying policy and monitoring it.

Bullying of any kind is unacceptable at our school and will not be tolerated. We take all incidents of bullying seriously. Bullying hurts. No one deserves to be a victim of bullying.

We acknowledge that bullying does happen from time to time. When bullying does occur, everyone should be able to tell, knowing that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to let someone know so that the bullying will stop.

All organisations concerned with children, for example, schools and the health service, should work towards what is best for each child. Article 3.

Aims and Objectives

- To ensure that the whole school community understands what is meant by bullying.
- To ensure all governors, teaching and support staff know what the school policy is on anti-bullying, and consistently follow it when bullying is reported.
- To ensure all pupils and parents / carers know what the school policy is on anti-bullying and what they can do if bullying occurs.
- To reduce and eradicate wherever possible, instances in which pupils are subject to bullying in any form.
- To fulfil our aim of creating a caring, friendly and safe environment.
- To encourage the whole school community to share these values and turn them into action.

Links to other Policies

- Behaviour for Learning policy
- PSHCE policy
- Relationship policy
- Health and Safety policy
- Fairness and Dignity at Work policy
- Complaints Procedures policy
- Whistle blowing policy
- Computing policy (see online bullying)

Consultation

The consultation process for the anti-bullying Policy has involved:

- **Parents/Carers** – the policy was put onto the Trafalgar School website and parents/carers were given a period of one week to contact the school if they wished to discuss the policy and its contents.
- **Pupils** – children's responses to a questionnaire and discussions within Circle Times regarding bullying behaviours and the curriculum content were collected.

- **Staff –** staff responses to an environmental questionnaire were collected and there was consultation on the draft policy.
- **School Governors** – a focus group was involved in developing and writing the policy.

What is Bullying?

Bullying is the use of aggressive behaviour, name-calling or intimidation with the intention of hurting another person. Bullying results in pain and distress to the victim.
Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional — being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical — pushing, kicking, hitting, punching, biting, spitting or any use of violence
- Racist — racial taunts, racist graffiti, gestures, making fun of culture and religion
- Sexual — unwanted physical contact or sexually abusive comments
- Homophobic — because of, or focusing on the issue of sexuality or perceived sexuality
- Verbal — name-calling, sarcasm, spreading rumours, teasing
- Cyber — all areas of internet, such as e-mail and internet chat room misuse. mobile threats by text messaging and calls misuse of associated technology, i.e. camera and video facilities.
- Unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Bullying is not:

It is important to understand that bullying is ***not*** the odd occasion of falling out with friends, name-calling, arguments or when the occasional trick or joke is played on someone.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name-calling or prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.
However, if someone believes there has been an incident of bullying, we will take this seriously and respond accordingly.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the hall, in the playground, and online. Bullying may also happen on the way to and from school.

To a child bullying is:

- deliberately hurtful
- repeated
- difficult to counteract by the victim
- different from random acts
- characterised by an 'imbalance of power' e.g. a more powerful person or persons intentionally hurting a less powerful person or persons.

Bullies and Victims

A child who 'bullies' may not be a 'bad' person, but the behaviours that they exhibit are not acceptable. This understanding is fundamental to this policy.

A bully usually exhibits one or more of these characteristics:

- being uncaring and lacking in empathy
- aggressive, easily resorting to violence
- poor communication and co-operative skills
- insecure, possibly due to problems at home or at school
- a need to gain control or power
- lies and being deceitful
- the need to impress and gain attention
- a poor sense of responsibility

A child may display 'bullying' behaviour if they:

- feel that they do not fit in
- need to be seen as tough
- think that it is okay to hurt others
- have witnessed bullying behaviour out of school, TV / DVD, computer games are also influential in some children's behaviours as are older siblings, children and adults who live at home or visit
- have low self esteem or is jealous of another
- have been / are being bullied themselves
- have a diagnosed condition such as autism

Bullying by Members of Staff

Staff must remain aware of the way their own behaviour is received and take care not to bully pupils or other members of staff. Forms of bullying by staff may include:

- teasing pupils about physical features or characteristics that they have little or no control over
- inappropriate displays of bad temper
- ridiculing the work of a pupil in front of others
- showing inconsistency in the way punishments or rewards are applied
- physically intimidating pupils
- insulting other members of staff
- belittling the actions or work of other members of staff
- criticising colleagues in ways that are not constructive, or are unnecessarily personal

Staff must always remember that an important part of education is to lead by example. Bullying by members of staff will be treated as a disciplinary matter. Any member of staff, who feels he/she is being bullied, should initially raise the matter with his/her line manager. If the problem persists, he/she should seek help and advice via the Headteacher or the Chair of Governors and their union.

No child should be punished in a way that humiliates or hurts them. Article 37.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. People who are bullying need to learn different ways of behaving.

Nobody can do anything to your body that you do not want them to do, and grown ups should protect you. Article 34.

Signs and Symptoms

Pupils will be more likely to inform of incidents of bullying, both in and out of school, if there is an active anti-bullying policy. A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do less well in school
- comes home with clothes torn
- has possessions which are damaged or 'go missing'
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- lack of eye contact
- becoming short tempered
- change in attitude to people at home
- wets the bed

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated. Below is a copy of our 'Say "No" to bullying and bullies' advice sheet. This is shared with all children at our school.

Say "No" to bullying and bullies



We are a TELLING school!

If someone is bullying you, it is **not your fault**.

Remember, there are people who will help you.

This is what can you must do if you think you are being bullied in school?

TELL!

- **tell** a teacher or learning assistant or adult whom you feel you can trust
- **tell** a friend
- **tell** your School Council rep and discuss the problem in class meetings

Tips to help the bullying stop

TELL!

- **tell** someone straight away
- go away from the bully straight away or **shout very loudly** for help if you can't get away:
- be strong and **tell** the bully to stop
- know that by **telling**, the problem will be sorted out
- stay near your friends, bullies sometimes pick on children who are alone
- don't make comments online about others, and if other people are online being unkind or unsafe, tell an adult straight away

If you see someone else being bullied

TELL!

- **tell** an adult in school straight away
- don't smile and laugh about the bullying, **tell** someone!
- be a friend to the person who has been bullied; ask them to play with you

What the staff will do

TELL!

- talk to all children involved
- the Headteacher will report all serious incidents and **tell** others about the bully
- a written record will be kept so we will all know who the bully is
- teachers will talk about the problem in the staff meetings, we will all work together to put things right.
- the bully will be made to stop

Guidance for Parents and Carers

Parents who have concerns will be listened to carefully and their concerns will be sensitively investigated. Parents can request electronic or hard copies of the schools Behaviour for Learning and Anti-Bullying policies and procedures.

Parents can play a vital role in stamping out bullying by:

- stressing to their children the importance of sociable behaviour
- reporting any misgivings they have concerning bullying
- actively endorsing and supporting the Anti-Bullying policy
- reporting bullying incidents to the class teacher
- making a distinction between bullying and unsociable/poor behaviour
- keeping a close eye when their child is online, and reporting any concerns immediately to the Designated Member of Staff in school, or to the Police.

The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly. Bullies will be challenged and supported to change their behaviour. In cases of bullying, staff will record the incidents and the Headteacher will be notified. He/she may involve the governors, the inclusion manager, the class teacher and other agencies if necessary. Parents will be informed and may be asked to attend a meeting in person to discuss the problem. If necessary and appropriate, police will be consulted. All incidents are reported to the governors and Local Authority on a termly basis. Parents are advised not to speak to the child or the parents of the child whom you think may be the bully. Please do not encourage your child to be a 'bully' back. Two wrongs do not make a right.

Parents should help children learn what is right and wrong. Article 14.

Guidance for staff

- Remain calm, you are in control.
- Take the report or incident seriously.
- Ascertain who is involved.
- Reassure the victim(s) that you will help.
- Take action as quickly as possible within the school day or by 3.00pm the following day.
- Decide whether to tackle it publicly or privately, on the appropriate course of action and who else should be involved.
- Make sure that the incident is logged appropriately as soon as possible after the incident; the date, the names of all children and adults involved, a description of the incident, information from any witnesses, and your response/actions. (See appendix for school pro-forma)
- All known / reported incidents of bullying must be investigated by the class teacher and / or by a senior member of staff. They must then be reported to the HT or a member of the LT.
- Parents of the victim may also be questioned about the incident or about their general concerns.
- The bully (bullies) will be asked to genuinely apologise. Other consequences will take place in line with our Behaviour for Learning policy and parents will be informed about their child's behaviour.
- In some cases, outside agencies may be sought to support the school or family in dealing with bullying i.e. counsellor, behavioural support team or police.
- Exclusion may be considered.
- If possible, the pupils will be reconciled.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place, or that it is not transferred to another victim.

Prevention

We use a variety of strategies for helping children to prevent bullying through whole school assemblies, class and school council meetings, circle time, PSHCE lessons and Social Emotional Aspects of Learning. Children are also consulted through in-school questionnaires. All staff promptly respond to the results of these questionnaires.

The ethos and working philosophy of our school means that all staff actively encourage children to have respect for each other and for other people's property. Respectful and responsible behaviour is regularly acknowledged and rewarded.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- Contributing towards playground and class charters
- Use of the red and green playground book
- Writing stories or poems or drawing pictures about bullying.
- Listening and responding to stories about bullying
- Using drama activities and role-play to help children be more assertive and teach them strategies to help them deal with bullying situations
- Having discussions about bullying and why it matters that bullies are dealt with quickly
- Playground pals
- Participating in activities from e.g. the SEAL/Telling Tales resources

This policy will be communicated through:

- assembly themes
- the school website
- newsletters
- the curriculum
- governing body meetings
- class / school council / learning council meetings
- at playtimes and lunchtimes by the Learning Assistants
- by parents and carers

Training and support for staff

All staff will be made aware of the schools Behaviour for Learning and Anti-Bullying policies and procedures as part of their general induction to the school. Instances of bullying or suspected bullying will be discussed during year group weekly PPA sessions and at weekly staff meetings where applicable. Staff will be informed, consulted and given guidance from the Leadership Team and Inclusion Manager in respect of particular problems and / or school policy.

Monitoring and Review

The implementation of this policy is the responsibility of the whole school, which will consider aspects of anti-bullying as part of developments within school. Progress with the anti-bullying aspects of the National Healthy Schools programme will be monitored as part of our annual school improvement meetings and plans.

It is the responsibility of the PSHE Co-ordinator and the Healthy Schools team to monitor the curriculum in relation to anti-bullying and the Anti-Bullying policy. It is the responsibility of all staff to ensure delivery of this policy.

The policy will be reviewed every two years to ensure that it remains responsive to the changing needs of the school community whilst continuing to protect the pupils from bullying.

To be reviewed: Summer 2018

Appendices

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following is just a small selection of the support available for parents, teachers and pupils.

Help Organisations

Organisation	Contact
Advisory Centre for Education (ACE)	020 8888 3377
Children's Legal Centre	020 7713 0089
KIDSCAPE Parents Helpline (Mon-Thurs 10-4)	020 7730 2200
Parent Line Plus	020 7553 3080
Youth Access	020 8772 9900

Websites and Resources

Visit the Kidscape website *www.kidscape.org.uk* for further support, links and advice.
Act Against Bullying – *www.actagainstbullying.com*
Anti-Bully – *www.antibully.org.uk*
Bullying Online – Advice for children, young people, staff and parents / carers - *www.bullying.co.uk*
Anti Bullying Alliance (ABA) – A unique coalition of over 60 organisations, working together to stop bullying – *www.antibullyingalliance.org.uk*
Beat Bullying – Working with children and young people to devise anti-bullying strategies – *www.beatbullying.org*
Childlike and NSPCC – Information and support on bullying and safety – *www.nspcc.org.uk*
National Healthy Schools Programme – *www.healthyschools.gov.uk*
Need2Know – Information and advice for children and young people – *www.need2know.co.uk*
Parentlineplus – A national charity that works for and with parents / carers, and offers advice and resources around bullying – *www.parentlineplus.org.uk*
SEAL – *www.teachernet.gov.uk/seal*

Fiction Books for Children and Young People

This list provides details of some of the many fiction books available for children and young people that deal with bullying.

- **Dinosaur Chase (**Publisher : Hutchinson)
  Suggested age range 2+

- **The Huge Bag of Worries** (Publisher : Hodder Wayland)

Suggested age range 5-11

- **Three Monsters** (Publisher : Andersen Press)
  Suggested age range 3+

- **Trouble at the Dinosaur Cafe** (Publisher : Puffin)
  Suggested age range 3+

- **Little rabbit Foo Foo** (Publisher : Walker Books)
  Suggested age range 3+

- **Is it because?** (Publisher : Andersen Press)
  Suggested age range 0-5

- **Can I Play?** (Publisher : Egmont)
  Suggested age range 2-6

- **Hugo and the Bully Frogs** (Publisher : Pinwheel Ltd)
  Suggested age range 4-5

- **Something Else**
  Suggested age range 5+

- **Grunter: The story of a pig with attitude!** (Publisher : Templar)
  Suggested age range 5+

- **A Duck so Small** (Publisher : Little Tiger Press)
  Suggested age range 5+

- **Henry and the Fox** (Publisher : Jonathon Cape)
  Suggested age range 3+

- **I'm not invited?** (Publisher : Pocket Books)
  Suggested age range 6+

- **Marvin's Funny Dance** (Publisher : Hodder Children's Books)
  Suggested age range 5+

Incident/Behaviour Sheet

Date	Incident	Witness/Signature

Child's Name:

Class and Year Group:

This is a confidential document. After you have filled in an incident please make sure that all necessary people are updated e.g. class teacher/PPA teacher, phase leader, TA's/LM, parent/carer if required. You must keep a copy of this in a safe place for evidence, and pass each completed sheet to the HT to keep on file. Write down the facts and actions (not opinions/views). Parents/carers may see a copy of this.

Date	**Time**	**Brief description of incident**, incl where it was and any others that are involved	**Outcome/action** (spoken to parents/carers, sent to HT etc)