

# Polesden Lacey Infant School



## Anti-Bullying Policy

Status	Statutory
Review Cycle	Yearly
Date written/last review	November 2023
Date of next review	November 2024

Signed ..... Headteacher

We do not tolerate bullying of any kind at Polesden Lacey Infant School. Any incident of apparent bullying is investigated.

### Definition of Bullying

- There is no legal definition of bullying.
- Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological.
- Bullying is something that happens more than once to the same person. Something that happens once may be mean and hurtful but it is not necessarily bullying.
- Bullying can be short term or continuous over longer periods of time.

### Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Homophobic	because of, or focusing on the issue of sexuality
Sexual	unwanted physical contact or sexually abusive comments, including peer on peer abuse.
Direct or Indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls, Misuse of associated technology, i.e. camera & video facilities

At Polesden Lacey Infant School, we don't tolerate bullying. We remember to be kind to each other by using kind hands, kind feet, kind words and being kind in every way. We think before we speak or act. We know that bullying is done on purpose and happens to the same child over and over again.

We have discussed what bullying is and will tell an adult when these things happen;

When a child:

- Hurts another child deliberately;
- Takes something which does not belong to them;
- Hurts other children's feelings;

- Says unkind things to or about another child including gossiping;
- Sends hurtful or unkind messages using phones or whilst online.

We know that if we think someone is being bullied we must tell an adult – our Mum, Dad, someone at school or a trusted adult.

The school will work hard to:

- Help you;
- Listen to you;
- Talk to you;
- Stop the bullying;
- Help the bully to change their actions;
- Tell your parents.

We have a **Friendship Code** to know what a good friend is like:

A good friend is someone who...

- Listens to you
- Makes up if you fall out
- Does not get you into trouble
- Looks out for you when you are sad
- Says and does things that make you feel good
- Co-operates with you
- Takes it in turn to choose the game
- Doesn't mind if you sometimes play with other people
- Is polite to you

## **Introduction**

Polesden Lacey Infant School is committed to working with staff, pupils and parents and carers to create and maintain a happy and thriving school community where bullying is not tolerated. The school Anti-Bullying Policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.

This policy has been reviewed in line with the changes to Keeping Children Safe in Education 2020 and the DFE guidance – Preventing and Tackling Bullying 2017.

This policy should be read in conjunction with the Safeguarding and Child Protection Policy, Behaviour Policy and the Equality Policy.

## **Aims and Objectives**

The Governors, Head teacher, Leadership Team and all staff at Polesden Lacey Infant School Primary School acknowledge that bullying is wrong and damaging. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim to:

- have a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying.
- have robust responses to investigate any cases of bullying.
- ensure a consistent school response to any bullying incidents that do occur.
- make the school community aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

This policy aims to promote the understanding that bullying is usually caused by discontentment /unhappiness in the aggressor.

## **Governors' Role and Responsibilities**

### ***Role***

- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance.
- Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy
- Ensure that policy and good practice is reflected in the school's anti-bullying practice

### ***Policy development and implementation***

- Make anti-bullying a regular item at Governor meetings
- Publish and keep under annual review the Anti-Bullying Policy
- Ensure the policy includes references to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty and any other local issues appropriate to the school context
- Review the policy in consultation with pupils, parents/carers and staff and ensure that it is informed by, and responsive to, their experiences.
- Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice.
- Provide leadership to ensure a consistent response to all incidents of bullying and harassment
- Ensure the publication of the schools Complaints procedure.
- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying.

### ***Behaviour***

- Provide an appropriate and consistent role model for all staff, pupils and the wider school community.
- Celebrate and share examples of good practice from the school and among individual staff and pupils.

### **Head teacher and Senior Staff with Key Responsibilities**

#### ***Role***

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff.
- Promote the wellbeing and ensure the safeguarding of all pupils in the school.
- Provide support for the governors through the development and implementation of an effective Anti-Bullying Policy.
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to Governors.

#### ***Policy development and implementation***

- Develop, implement and review Anti-Bullying Policy and measures which promote good behaviour, respect for others, and self-discipline amongst pupils.
- Ensure the effective communication of the policy to all pupils, staff and stakeholders.
- Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos.
- Act to prevent all forms of bullying.
- Ensure that the school's Anti-Bullying Policy and related practice is complied with consistently and effectively.
- Make sure that effective monitoring procedures are developed, operated and maintained.
- Ensure all staff (including support staff) regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying.
- Develop and implement a system for recording incidents of bullying and hurtful behaviour which staff know and use consistently.
- Ensure that appropriate support systems are in place to prevent and respond to bullying, including pastoral mentoring and peer support programmes.
- Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site.
- Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review and impact assessment of Behaviour and Anti-Bullying Policies.
- Monitor the continued progress and self-esteem of the targets and perpetrators of bullying.
- Ensure evidence of the impact of Anti-Bullying Policy and practice is reflected in the Self-Evaluation Form.

### ***Behaviour***

- Celebrate and share the anti-bullying work of the school and its pupils and highlight good practice.
- Act as appropriate role models for all managers, staff, parents and pupils.
- Respond appropriately to stakeholder consultation and make sure suggestions, opinions and concerns are included in policy review and impact assessment.
- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc.) as appropriate to respond to incidents.

### **All Teaching and Support Staff**

#### ***Role***

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff
- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Behave with respect and fairness to all pupils, carrying out the letter and spirit of the Anti-Bullying and Equalities Policies.

#### ***Policy development and implementation***

- Observe and implement the school's Anti-bullying, Racist Incidents, Behaviour and Equalities Policies and Practices including the keeping of relevant records of incidents.
- Contribute to consultations, reviews and impact assessments.
- Develop and support curriculum opportunities to promote equalities and address bullying.

#### ***Behaviour***

- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation.
- Provide support to both the targets and perpetrators of bullying.
- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities.
- Model positive attitudes and relationships.
- Promote the wellbeing of all pupils and take steps to ensure freedom from bullying and harassment.
- Raise issues with line managers which could contribute to policy review and development.
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil.

### **Pupils**

#### ***Behaviour***

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else.

- Take responsibility for personal behaviour and actions and treat one another with respect and kindness.
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school.
- Actively support the school's peer support system/s.

## **Parents/Carers**

### ***Behaviour***

- Demonstrate positive support for the school's Anti-Bullying and Behaviour Policies.
- Model appropriate behaviour at all times within the school grounds.
- Report to the school any concerns regarding pupils involved in bullying.
- The school actively encourages parents to contact them about any concerns they have about their child's behaviour or with any fears they have about their child being upset by others. Where parents refer to specific incidents, the school will thoroughly investigate them and will report back on their findings. It is important for parents to accept that sometimes an investigation may point to their child being the instigator and that the school will expect parents to respect and support the schools Behaviour Policy if this is the case.
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination.
- Respond to requests from the school to provide feedback on the Anti-Bullying Policy and Procedures.

## **Preventing and Responding to Bullying Incidents**

### **Prevention of Bullying**

- Polesden Lacey Infant School has a strong school ethos which encourages mutual respect and consideration for all individuals through our six core values which are reinforced on a daily basis in assemblies, classroom practice and playtime provision and supervision;
- Whole school and other assemblies, which keep anti bullying initiatives (including Online Safety) high profile within the school community.
- Ensuring all staff are aware of groups of pupils who may be more prone to bullying, such as SEN pupils who could be impacted by bullying without showing any outward signs.
- Planning a strong PSHE curriculum and embedding SMSC throughout the culture of the school.
- Ensuring our curriculum celebrates the equality and diversity within our community.
- Holding an Anti-bullying day each academic year.
- Ensuring all staff, both teaching and non-teaching staff, are aware of those vulnerable groups or individuals in school through regular communications under the direction of the Senior Leadership Team.

- Adopting a restorative approach to behaviour (shared with all staff and parents) which encourages conflict resolution within a context of respect and the development of an awareness of self-responsibility which prevents a repeat of inappropriate behaviour.
- Careful monitoring of behaviour and a swift response to any concerns to ensure any issues can be identified and resolved quickly.
- Promoting self-esteem and confidence so children feel confident to ask for help if they need to.
- Ensuring communication channels are completely clear for any child or parent with concerns to raise them.
- Ensuring that playtime and lunchtime are organised so that children have a variety of activities in place, which encourages purposeful play and co-operation between children.
- Communicating the schools anti-bullying measures and approach to behaviour management to parents regularly via letters and workshops.
- Involving the whole school, including Governors, in reporting the effectiveness of anti-bullying measures and the Polesden Lacey Infant School approach to behaviour management to parents regularly through the school newsletter.
- Ensuring the anti-bullying policy is shared with all staff, parents (via the school website) and children through the 'Be a Bucket Filler' Code \* so that they are clear on the anti-bullying measures in place, and the policy is reviewed annually to ensure it remains as effective as possible.
- Discussing the difference between bullying and falling out with pupils through PSHE lessons.
- Circle time discussions.
- Across the school the way bullying is talked about changes as the children move through the classes:  
 In Reception children are taught to say when they like or do not like something and they are introduced to the saying, 'Stop, I do not like it.'  
 In Year 1 the children continue to use this saying and develop their understanding of unkind and /or hurtful behaviour.  
 In Year 2 the learning from Reception and Year 1 is reinforced and the term 'bullying' is introduced. The children are taught that the difference between mean, unkind and hurtful behaviour and bullying is that bullying happens on more than one occasion and it is meant to hurt the other person or people.

*\*'Be a Bucket Filler' is based on the book 'Have your filled a bucket today?' by Carol McCloud*

## **Response to Bullying**

Bullying may be reported by a child, a carer, member of staff or a parent. In some cases, a child may admit to a member of staff that they have bullied another child. All reported incidents of bullying are investigated and taken seriously by staff members.

Where appropriate the wishes of the child will be taken into account before any further action is taken.



The Head teacher or a member of the Leadership Team will take time to discuss the issues with the victim of bullying and suggest strategies on how best to deal with the situation. Strategies to support a victim of bullying will be put in place by staff. These may include a buddy from an older class, TA support at lunchtime or the opportunity to talk regularly to a member of staff. Parents will be informed.

The Headteacher will support victims of bullying and those who take part in bullying.

Staff will take time to discuss the issues with the bully and if appropriate carry out relevant sanctions (See Behaviour Policy).

It will be made clear to all the children that bullying will not be tolerated.

A problem-solving approach may help to solve the issues of the bullying. Each child must be given an opportunity to talk and the discussion should remain focussed on finding a solution to the problem and stopping the bullying reoccurring; where possible the pupils will be reconciled. The Headteacher, the Leadership Team and other appropriate members of staff will monitor the situation closely afterwards.

Time is spent talking to the child or children who have done the bullying, explaining to them why their action was wrong and how they should change their behaviour in the future.

When appropriate we will invite the children's parents to school to discuss the situation. The school will try hard to support the offender through mentoring and by setting up home school link systems, working with parental support.

In extreme situations, the SENCO or Head teacher may contact external services, for example the Behaviour Support Team or Educational Psychologist.

In some cases, exclusion may be considered.

The school's Anti-Bullying Policy is available on the school website and on request from the school office.

### **Recording and Reporting Bullying**

When a possible incident of bullying is reported, it must be recorded in the communication book kept in each classroom and on the incident-reporting sheet (appendix 1). This will be the responsibility of the staff member concerned. The Headteacher must be informed and a copy of the report form given to them.

All suspected incidents of bullying will be investigated and reviewed at Leadership Team meetings.

If after investigation, it is decided that the incident is a bullying incident the Head teacher or a member of the Leadership Team will record the incident on the LA bullying/racist incident form. All such incidents will be followed up by a member of the Leadership Team.

If the bullying includes racist abuse the Head teacher must be informed and the incident will be recorded in the racial incident file. All such incidents will be followed up by a member of the Leadership Team.

Governors will receive regular updates from the Head teacher through the Head teacher's report to Governors once a term. The Chair of Governors will be informed of any serious incidents of bullying.

### **Monitoring and review**

The Anti-Bullying Policy is the Governors' responsibility and they review yearly.

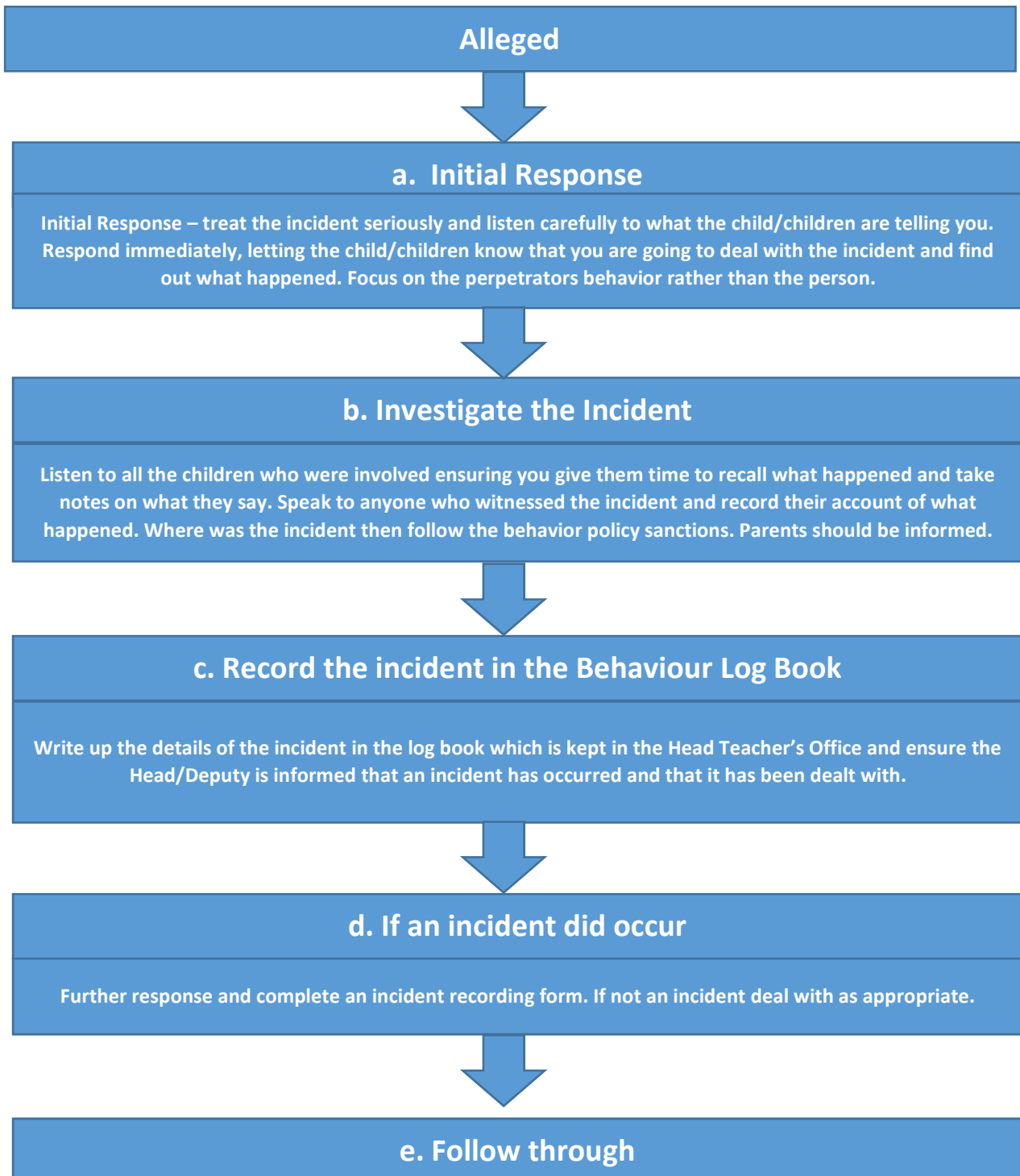
They do this by the Safeguarding Governor examining the school's incident file where incidents are recorded and by discussion with the Head teacher. Governors analyse information for patterns of pupils, places or groups. They look out in particular for racist bullying or bullying directed at children with disabilities or special educational needs. The information reviewed by Governors does not include children's names.

This policy is monitored on a day-to-day basis by the Head teacher who reports to Governors each term.

This policy will be reviewed every year.

## Appendix 1 Procedure for reporting alleged bullying Incidents

It is very important that we log, investigate and report on the number and type of incidents that occur of a discriminatory nature against pupils because of their race, sexual orientation, gender, disability, religion or belief which occur at our school. Once it is clear that an incident has occurred it is essential that it is dealt with immediately and that the details are recorded accurately directly after the incident so that they can be thoroughly investigated and appropriate action taken. Staff should refer to the flowchart below when an incident occurs.



Polesden Lacey Infant School Bullying Incident Recording Form

Date of Incident:

Name of pupils involved: (Please include year group and class teacher name)

If the incident is of a racist nature, then record the ethnic origin of the child who was the perpetrator and the victim of the incident.

Incident Details:

Name of Witnesses:

Action Taken by school:

Parent/Carers of all children involved informed:

Reported by:

Please ensure the form is signed clearly, your name is recorded and the form is dated.