

OAKLEY INFANT SCHOOL

ANTI-BULLYING POLICY

Thrive, strive and achieve together.

Article 19- the right to be protected from being hurt or mistreated in mind or body.

Introduction

This policy document is a statement of the aims, principles and strategies for promoting anti-bullying behaviour at our school.

- It has been developed through a process of consultation and discussion between all members of the school community and is subject to regular review.
- This policy is also an essential part of the school's Relationship and Health Education (RHE) policy.
- It should be read in conjunction with the school's Vision and Aims, Positive Behaviour Policy, RHE and the Special Educational Needs Policy.
- It also provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people.
- The schools work on Children's Rights, Rights Respecting Education, (RRE) is a key aspect of this policy. The United Nations Charter of Children's Rights is taken into account when dealing with behaviour, children's rights are respected but in turn they are asked to respect the rights of others and take responsibility for their actions.

Statutory duty of schools:

Head teachers have a legal duty under Section 89 of the Education and Inspections Act 2006 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. The school has adhered to the advice from the DfE 'Preventing and Tackling bullying' June 2018 and Behaviour in Schools, February 2024.

"Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else."

"Tackling bullying is one part of making the school a happy place for everyone."

(Action against Bullying - published by the Scottish Council for Research in Education)

Rationale

We believe that every child has the right to attend school each day without fearing or suffering from any form of abuse, aggression or intimidation. Our school has a responsibility to create a safe and secure environment for the children and adults in our care. We acknowledge that bullying can take many forms and that there is no stereotype of a "typical" bully. We believe that by building upon an ethos of positive discipline and by promoting self-esteem among all children and adults in the school, incidents of bullying will be dealt with swiftly and behaviour patterns can be moderated.

Aims

By implementing this policy and the attached guidelines, we intend:

- To educate children on the importance of being a good friend and respectful of others' feelings and opinions, by promoting the children's social, moral, spiritual and cultural development (SMSC) and through our RHE curriculum.
- To raise awareness amongst children and staff that bullying actions will not be tolerated.
- To give all members of the school a clear procedure to follow if bullying takes place.
- To create a safe and protective environment throughout the school, including the playground, in which children and adults feel valued and their talents can be flourished.
- To publicise our anti-bullying strategies amongst parents and the community.
- To promote an ethos where parents know they can come into school and share any concerns about bullying and know that these will be followed up and they will receive notification on any action taken.
- Take a pride and responsible interest in caring for their environment.

Expected Outcomes

We intend that all pupils, teachers, non-teaching staff, parents and the wider community know:

- There will be an immediate response to any form of bullying.
- Any reported incident will be taken seriously.
- Staff will intervene effectively when bullying happens.
- There will be a general awareness and recognition of bullying in all its forms - seeing, hearing and understanding what is happening.

We expect:

- All children to feel safe and happy with good self-esteem and confidence.
- All children to achieve their potential in a safe and protective environment.
- The promotion of positive behavioural role models which are accepted as the norm.
- A positive reputation within the community as an effective, caring school.
- The knowledge amongst children and parents that bullying will never be condoned and through policy and action, the school will respond positively and effectively to bullying.

Bullying is generally characterised by:

- Repetition- incidents are not one off, they are frequent and happen over a period of time.
- Intent- the perpetrator(s) mean to cause verbal, physical or emotional harm; it is not accidental
- Targeting- bullying is generally targeted at a specific individual or group.
- Power imbalance- whether real or perceived bullying is generally based on unequal power relations.

Identification of Bullying

Bullying can take many forms:

- Physical - regular unprovoked assaults on a person or a group, which can range from a 'prod' to grievous bodily harm.
- Psychological - reduction of a person's self-esteem or confidence through threatening behaviour, taunting, teasing about race, gender, disability, family circumstances, appearance or any other features of a person's life which can be used to wound them.
- Social ostracism and rejection by the peer group or other significant persons.
- Verbal - the deliberate use of derogatory or offensive language, e.g. swearing, racist or sexist abuse, sexual innuendo, comments linked to disability or homophobic, transphobic and religious based abuse comments.
- Indirect - other forms of bullying can include interference with personal property, extortion, spreading rumours.
- Cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet. The use of social media by all age groups has become the norm and it is possible that bullying can occur through social media or gaming platform.

Advice on how to deal with social media bullying is available at:

<https://www.nationalbullyinghelpline.co.uk/social-media.html>

The effects of bullying

The effects of bullying can be far-reaching. Victims may receive physical wounds or show physical symptoms such as stuttering or nervous tics. They may suffer a personality change - fear and withdrawal, loss of self-esteem. They may under-achieve in class, truant and feign illness. They may have behavioural problems - eating disorders, aggressive/violent behaviour, bed wetting. Victims may

themselves become bullies. Bullying affects everyone, not just the bullies and victims. It affects others who may witness violence and aggression and the distress of the victim. It must be realised that adults can be bullies too.

Bullying affects pupils, families, teaching and non-teaching staff and governors. Families can be powerful allies and can help to promote anti-bullying values within the home. They should be encouraged to share concerns and to work with the school if they suspect bullying.

This type of behaviour is taken very seriously and action is actively sought to reduce its occurrence and impact through adherence to the following principles:

- Information is gathered annually about the level, nature and location of bullying and preventative measures are taken where possible.
- A sense of self-worth and respect for others is encouraged.
- A culture where children are willing to report incidents of bullying is promoted.
- The curriculum is used to raise children's awareness of bullying and to provide opportunities to discuss issues relating to bullying.
- Through RHE and PSHE, Jigsaw lessons, we aim to give children the tools to resolve disagreements or conflicts through positive means.
- Details and facts of reported incidents are investigated and these are dealt with quickly and appropriately.
- Protection and support is offered to the victim and the bully. They are both helped to develop positive and assertive strategies to deal with future problems.
- Parents are involved at an early stage.

Monitoring levels of Bullying

In order to monitor levels of bullying in the playground and to forestall any further incidents, teachers on playground duty mention any worrying events to the child's class teacher. Staff, also discuss children causing concern during our weekly meetings. In this way, monitoring can take place over time and the inevitable fragmentation caused by having a large number of teachers on duty over the course of a week can be addressed. Serious acts of bullying are reported immediately to the Headteacher or the Deputy Head, who then decide on the appropriate action to be taken. These are recorded with the action taken and any witness accounts are also recorded. These reports may then be used if outside agencies are involved at any stage. The "change-over" time at the beginning and end of lunch time is used for teachers and dinner supervisors to exchange information on individual children in the class. Matters of general concern are mentioned by the Senior Supervisor to the other members of the team before lunchtime play.

Procedural Guidelines

1. Remain calm and establish the facts. Make a written record as soon as it is possible to do so.
2. Take the report seriously.
3. Take action as quickly as possible.
4. Decide whether your action needs to be private or public.
5. Reassure the victim.
6. Offer help/advice and support to the victim, to try to stop a similar situation occurring in the future.
7. Make it plain to the bully that you disapprove.
8. Condemn the bully's behaviour or action, but not him or her.
9. Encourage the bully to see the victim's point of view.
10. Enforce the consequence for the bully as necessary, but with the following in mind - explain the punishment and the reason quite clearly, linking cause and effect.
11. Inform the Headteacher or Senior lunchtime supervisor of the incident and your action.
12. Inform colleagues if the incident involved children from another class or a situation where everyone should be vigilant e.g. toilets.

13. Discuss with the Headteacher, Deputy or Class teacher whether both sets of parents should be informed and whether a constructive plan needs to be put in place, with parents being kept informed of the outcome.
14. If you have discovered the “trigger factor” which led to the incident, try to think of strategies to prevent a reoccurrence of the incident.
15. Try to present the bully with an expectation of positive behaviour - never let the incident “live on”.
16. Maintain a record of the incident on CPOMs.
17. Follow-up to ensure that the bullying is not continuing.

We recognise that:

- Bullying causes real distress and affects a person’s health and development.
- In some instances, bullying can cause significant harm.
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.
- Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We recognise that there may often be a complex and delicate social situation which may prevent a matter being entirely resolved in school. Bullying flourishes in fear and secrecy and it can only help for school to be open and clear in its position on this subject. Such behaviour, whatever form it takes, is always unacceptable and will not be tolerated.

It is essential that the whole school community shares the ethos of promoting self-worth and respect for others. Everyone should have a clear understanding of what bullying is, the actions needed to prevent it and the measures which can be taken to deal with reported incidents.

Approved
Review date

March 2026
Spring 2029

Preventative measures are taken to reduce the likelihood of bullying occurring and include

- Promote the school ethos which promotes rights, respect and emphasises caring for each other.
- Pupils should be praised for demonstrating caring, friendly rights respecting behaviour in class and on the playground.
- Kindness tokens are promoted in the classroom.
- Anti-bullying week is celebrated at school and used to develop understanding of what bullying is.
- All teaching staff use circle time regularly in order to foster self-esteem and mutual respect and develop a forum where friendship problems can be discussed.
- As part of the PSHE curriculum, Jigsaw, there is discussion about friendship (making friends, solving disputes) and 'bullying' issues.
- School assemblies regularly address issues of friendship and bullying behaviours.
- The School Voice encourages children to take responsibility for the problems associated with friendship and bullying. Members will make suggestions to help promote good playground behaviour.
- 'Playground Friends' are encouraged to play with children who have no one to play with and provide role models on the playground.

Reporting incidents of bullying

- Children are encouraged to share their concerns regarding incidents of bullying with someone they trust in school.
- Teachers will give children opportunities to talk about things that are worrying them.

All staff are expected to follow the following guidelines for dealing with bullying

- All pupils should be shown that bullying is taken seriously.
- Members of staff should respond calmly and consistently.
- A secure environment should be provided where incidents can be reported.
- The pupil who has been bullied should be made to feel safe.
- All parties should be protected while issues are investigated.
- The person who has done the bullying and those who have colluded should be encouraged to behave in a more acceptable way in the future.
- Intervention should be monitored and followed up.
- A dated record should be recorded in CPOMs.

The following steps may be taken when dealing with incidents:

1. A clear account of the incident will be recorded by the class teacher or an adult the child is most comfortable with and given to the Headteacher.
2. The Headteacher will interview all concerned and record the incident.
3. Sanctions will be used as appropriate and in consultation with all parties concerned.
4. Parents of both parties will be informed.
5. Class teacher will monitor progress to make sure the matter has been resolved.
6. Where the incidents of bullying are severe or a child is being a persistent "bully" the Headteacher will discuss the incidents with all parties involved and will make it clear what sanctions will be applied and what action may be taken in the future if similar incidents occur again.