

Anti- Bullying Policy

2017

The repetitive, intentional hurting of one person or groups by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

Although bullying can occur between individuals can often take place in the presence (virtually or physically) of others who become the Bystanders or Accessories.



Context of school

At Banks Road Infant and Nursery School our aim is to provide learning experiences of the highest quality. We want all children to become successful learners, make good progress and attain as highly as they are able, whilst fostering curiosity and enjoyment in the world around them, developing a sense of belonging within the school community and enhancing self-esteem and confidence.

There is no single solution to behaviour issues which will suit all schools. We are best placed to decide how best to respond to the particular issues that affect our pupils and our families.

We need to encourage positive messages about good behaviour and respect for each other.

We focus on children’s learning first and foremost and are ruthless in prioritising this. If we take care of children and their learning then we can develop a whole school culture for learning.

Parents must be involved in supporting high standards of behavior.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from the school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

The aims of our Anti-Bullying Policy are to

- ♦ **clarify for all members of the school community the definition of bullying behaviour**
- ♦ **stress that bullying behaviour is never acceptable in any form**
- ♦ **produce a consistent school response to any bullying incidents that may occur**

1 Introduction

1.1 This policy has been revised to take into account new guidance from the Department of Education **Preventing and Tackling Bullying – advice for Head Teachers, Staff and Governing Bodies (July 2013)**

1.2 It has also taken into account the revised OFSTED School Inspection Handbook (August 2015)

1.3 This policy has also taken into account

- **Exploring the school’s actions to prevent and tackle homophobic and transphobic bullying** September 2013, Ref 120181
- **Inspecting Safeguarding** September 2013, Ref 090205
- **Inspecting e-safety in schools** September 2013, 120196
- **Inspecting equalities** September 2013, ref 090197

Local Guidelines

Nottinghamshire County Council Anti-bullying Policy (revised 2013/2015)
Nottinghamshire County Council Anti-bullying Policy Young people’s Version
(2009)

This policy reflects this guidance.

This policy was formulated in consultation with the whole school community with input from

- Members of staff- though regular agenda items at staff meetings, consultation documents, surveys
- Governors - discussions at governors meetings, training,
- Parents/carers - parents will be encouraged to contribute by taking part in written consultations, parent meetings, parent information events
- Children and young people - pupils contribute to the development of the policy through the school council, circle time discussions etc.
- Other partners (extended schools, representatives from the local community, police etc)

This policy is available

- Online at www.banksroadschool.co.uk
- From the school office

This school defines bullying in the words of the Anti-Bullying Alliance as:
‘the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace’.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Why are children and young people bullied?

Specific types of bullying include:

- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a persons sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its affects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and responding to bullying

- 2.1** Bullying is wrong and damages individual children and adults. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4** We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

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Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures

- Interviewing all parties
- Informing parents
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable
- Responses may vary according to the type of bullying and may involve other agencies where appropriate
- We follow up, especially keeping in touch with the person who reported the situation, parents/carers. This may include referring to the school's complaints procedure for parents who are not satisfied with the schools actions
- We have a range of responses and support appropriate to the situation e.g. solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- We liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- We may use the CAF process where appropriate to involve other agencies who may be able to support.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator (Head Teacher).

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in staff meetings.

This information will be presented to the governors as part of the annual report.

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils we at Banks Road Infant and Nursery School have developed the following strategies to promote positive behaviour and discourage bullying behaviour

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- a) As part of the curriculum and across the whole school including celebrating good behaviour and achievements we include plan:
- SEAL including Anti-bullying unit and Silver SEAL
 - Involve the Healthy Schools Programme
 - Carry out Anti-Bullying week annually in November.
 - PSHE/Citizenship lessons and cross curriculum.
 - Specific curriculum input on areas of concern such as Cyberbullying and internet safety
 - Student voice, school council, school parliament
 - Peer mentoring schemes - Playground Pals
 - Nurture by trained TAs
- b) Support for parents/carers
- Parent groups/extended schools
 - Parent information events/information
- c) Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities

3 The role of governors (The named governor for Anti Bullying is Andy Hitchcock)

- 3.1** The Governing Board supports the Head Teacher in all attempts to eliminate bullying from our school. The Governing Board will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. There is a named governor responsible for monitoring all issues related to safeguarding, including bullying in school. In 2015-16 this governor is Andy Hitchcock.
- 3.2** The Governing Board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3** A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Board will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases the Governing Board will notify the Head Teacher, and ask her to conduct an investigation into the case, and to report back to a representative of the Governing Board.

4 The Role of the Head Teacher / anti-bullying coordinator)

- 4.1** It is the responsibility of the Head Teacher to implement the school’s anti-bullying

strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the Governing Board about the effectiveness of the anti-bullying policy on request.

4.2 The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong. Themes in assembly regularly deal with feelings and right and wrong behaviour and the children are encouraged to have a voice and to come up with solutions to problems including bullying. The school takes part in National Anti-Bullying Week each year.

4.3 The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. Every class has Circle Time (SEAL) where children are encouraged to share their feelings and sort out problems as a class. Whole school council meetings give children the opportunities to come up with their own agendas and solutions to a range of issues including bullying. Careful P.S.H.E. planning using S.E.A.L encourages children to take control of their emotions and feelings and deal with them appropriately.

5 The role of the teacher and support staff

5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

5.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school (Class Behaviour Files). If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Head Teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the Head Teacher, the teacher or Head Teacher informs the child's parents.

5.4 If any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and the child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher and anti-bullying coordinator. Other staff are made aware to ensure rigorous monitoring of the situation.. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies.

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- 5.5** Members of staff may attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management if necessary.
- 5.6** Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They may use drama, role-play, stories etc. within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. P.S.H.E. lessons give children the opportunity to discuss a range of feelings and moral issues and teaches them ways of dealing with difficult situations without resorting to bullying or threatening behaviour.
- 5.7** Adults in school have the right to work without intimidation or bullying behaviour from other adults. The school has adopted a ‘Code of Conduct’ policy which sets out the school’s stance on the expected adult codes of conduct in school. It makes clear what staff can do if they are bullied in the work place including, if necessary, making a formal grievance. All staff must sign the Policy to show they agree to abide by the expectations.

6 The role of parents

- 6.1** Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child’s class teacher immediately. If they are not satisfied with the response, they should contact the Head Teacher. If they remain dissatisfied, they should follow the school’s complaints procedure, as detailed in the school’s prospectus.
- 6.2** Parents have a responsibility to support the school’s anti-bullying policy, actively encouraging their child to be a positive member of the school.

7 The role of pupils

- 7.1** Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2** Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires, during Circle Time / PSHE / Nurture / and at School Council meetings.

8 Monitoring and review

- 8.1** This policy is monitored on a day-to-day basis by the Head Teacher, who reports to Governors on request about the effectiveness of the policy. Class teacher

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complete records in the class behaviour files which are monitored closely by themselves and the Head Teacher.

8.2 This anti-bullying policy is the governors’ responsibility, and they review its effectiveness annually. They do this by examining any recorded incidents of bullying, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

8.3 This policy will be reviewed each year, or earlier if necessary.

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions
Safeguarding Policy	Child protection
E Safety policy	e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability)

THE POLICY WILL BE REVIEWED ANNUALLY.

DATE OF REVIEW BY GOVERNING BOARD:

January 2016

March 2017

March 2108

This policy was reviewed and ratified by the Pupil and Personnel committee

January 2016

March 2017

March 2018

Signed: Chair of Governors _____

Date: _____

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

[The lesbian, gay and bisexual charity](#)

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

National Documents

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools – DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

Cyberbullying - supporting school staff –Cyberbullying - A whole school community issue - www.education.gov.uk/publications

(All pre 2010 documents previously available on teachernet may now be found in the National archive which can be accessed through this website)

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SCHOOL BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

Nature/Type of Incident (Please Tick)

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Forced into something against will</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Other (please specify)</i>	<input type="checkbox"/>

Details of Young People involved

#	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

*Role: **V** Victim **R** Ring Leader **A** Associate **B** Bystander

Location of Incident (Please Tick)

<i>Classroom</i>	<input type="checkbox"/>	<i>School Bus</i>	<input type="checkbox"/>
<i>Playground/Yard</i>	<input type="checkbox"/>	<i>Outside/Around School Gates</i>	<input type="checkbox"/>
<i>Corridor</i>	<input type="checkbox"/>	<i>To/From School</i>	<input type="checkbox"/>
<i>Toilet</i>	<input type="checkbox"/>		

If you feel the incident was motivated by any of the following please tick

<i>Appearance</i>	<input type="checkbox"/>	<i>Race/Ethnic Origin *</i>	<input type="checkbox"/>
<i>Disability/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Home Circumstances including Looked After Children/Young People</i>	<input type="checkbox"/>
<i>Religion</i>	<input type="checkbox"/>		

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** Reminder: These incidents should be recorded separately*

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Brief summary of Incident

Action Taken
include any exclusions, parental involvement, or involvement with external agencies.
Generally
If appropriate was a CAF used? YES/NO
With Individuals (as noted on page 1)
1.
2.
3.
4.
5.
6.

Form completed by:	Date:
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Follow-up	Date

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Name of school

Anti-bullying Review Sheet

Autumn/Spring/Summer Term

Type of Incident

Extortion	
Isolation	
Physical	
Verbal	
Cyberbullying	
Damage of property	
Forced to do something	
Spreading rumours	
Other (specify)	

Profile of Young People

Year	Ex	G	E	Isol	Phys	Verbal	Cyber	Prop	Force	Rumour	Other

G=gender(M/F) E=Ethnicity code

Location

Classroom	
Playground/school grounds	
Corridor/toilets	
School bus	
Outside school - cyberbullying	
- other	

Motivation

Appearance	
Gender/Sexism	
Religion/Culture/ Race	
Homophobia	
Disability/SEN	
Home/Family circumstances	
Other	