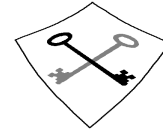


## Town Lane Infant School



### Policy on Anti Bullying

Article 3: “The best interests of the child must be top priority in all actions concerning children”

#### **1 Introduction**

- 1.1 It is a legal requirement, under Section 89 of the Schools and Inspections Act 2006, that all maintained schools must have in place measures to prevent all forms of bullying among pupils, and that these should be part of the school’s behaviour and Anti-Bullying policies.
- The Department for Education guidance for schools entitled *Don't Suffer in Silence and Bullying – A Charter for Action*, has been followed by *Preventing and Tackling Bullying – Advice for school leaders, staff and governing bodies (2011)*. This policy reflects this guidance and the principles enshrined therein.
- 1.2 Town Lane Infant School is completely opposed to all forms of bullying and will not tolerate it under any circumstances. As a UNICEF Rights, Respecting School our policy is based on the based on UNICEF’s 45 Articles on the Rights of the Child. The policy covers Articles 1, 2, 3, 4, 12, 13, 14, 15, 19, 23, 28, 29, 30, and 31. Overall we believe that all children have the right to learn, work and play in a secure and caring environment free from harm. They also have a responsibility to contribute, in whatever way they can, to prevent and report bullying behaviour.
- 1.3 As a school we are committed to the Wirral Anti Bullying strategy which aims to establish an effective overarching framework on which to work with partners to promote and develop excellent anti- bullying practice within all educational settings within Wirral.

#### **2 Aims and objectives**

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 Town Lane Infant School seeks to prevent bullying in all its forms.
- 2.3 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.
- 2.4 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.5 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.
- 2.6 As a positive course of action to prevent bullying, our Jigsaw programme (PSHE) includes a specific unit to address the problem of bullying. The safe use of the internet agreement shared with parents and children outline accepted behaviour for all our children. Children are only allowed access to the internet in school with prior permission from parents or carers. Parents are asked to be vigilant in their child’s use of the internet at home. Staff monitor the use of the internet very closely and any suspicious use or inappropriate language is acted upon immediately and parents are informed. We use an age appropriate programme called Hector’s World which aims to ensure children are safe when using the internet and can report and content of concern.
- 2.7 Both in the School Prospectus for parents and at the meeting for parents of new pupils, the Headteacher reinforces that if there is a concern that a child might be the victim of bullying,

she would wish to be informed immediately. The Positive Behaviour Policy and Anti Bullying Policy are made available to all parents via the school website (Hard copies are also available from school).

### **3 Definitions of Bullying**

Bullying is a harmful act or gesture towards an individual or group, usually repeated over a period of time that can lead to serious harm and stress to the individual and their families.

#### **Forms of Bullying – some examples**

Verbal – name calling, tormenting, threats, Racism, Homophobia, of a sexual nature, regarding a person's disability.

Physical – Hitting, kicking, spitting, pulling, pushing, biting

Indirect – Spreading rumours, glaring and staring, isolating, writing graffiti notes, refusing to talk to another child.

Cyber bullying – this is the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation

### **4 The role of governors**

- 4.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body 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.
- 4.2 The governing body reviews the effectiveness of this policy annually. The governors require the headteacher 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.
- 4.3 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 body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

### **5 The role of the headteacher**

- 5.1 It is the responsibility of the headteacher to implement the school 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 headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 5.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 5.3 Our Positive Behaviour Policy is used as a framework to build into school a system of agreed rewards and sanctions which will clarify, establish, develop and maintain expected standards of behaviour as agreed, for both staff and children and works in conjunction with this Anti Bullying Policy. Children will be expected to adhere to the Positive Behaviour Policy in any

situation and with any responsible adult. The consistency of approach by all adults is crucial to the success of both policies.

A reward and sanction system has been established and is achieved through:

- a) *Rights Respecting School Charters*
- b) *Circle Time*
- c) *Recognition Time*
- d) *A positive climate with the language of choice used at all times*

5.4 The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

5.5 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.

## **6 The role of the teacher and support staff**

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

6.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will investigate it themselves and refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the child's parents will be informed.

6.3 The school keeps an incident file in which staff record all incidents of bullying that occur both in and out of class. Records of incidents that occur near the school, or on the children's way between school and home are also kept. Any adult who witnesses an act of bullying should record it in the file. A monitoring system of the victim's daily experiences may be implemented with the agreement of parents/carers.

6.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and sanctions for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the teacher will inform the headteacher and the special needs coordinator. The child's parents will be invited into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.

6.5 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

6.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They 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.

6.7 Our staff will:

- Be alert to signs of distress and other possible indications of bullying
- Discuss bullying openly with all classes, including the effects of bullying
- Listen and take time to talk to children/young people who disclose bullying, take what they say seriously and investigate the situation

- Report suspected bullying to (a named senior member of staff responsible for safeguarding or pastoral care)
- Seek support from outside agencies if required
- Be a good role model
- Show all children respect and treat all equally and fairly
- Be consistent with consequences for perpetrators of bullying
- Be sensitive when dealing with bullying issues e.g. Don't tell the bully the victim has told them wherever possible catch the bully in the act
- Communicate effectively with all involved in working with the young person/child including parents, even if you have little to report
- Boost children's/young people boost esteem by praise, compliments and encouragement
- Safeguard all children who report bullying
- Use systems in place e.g. buddy systems, friendship stops, behaviour charts etc.
- Keep school playgrounds highly supervised with staff strategically placed

## **7 The role of parents**

7.1 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

7.2 We expect our parents and carers to:

- Inform the school of any suspected bullying even if it is not their child
- Co-operate with the school and work together to prevent any long term damage from bullying
- Advise children not to retaliate through violence towards any situation
- Encourage their child to report bullying to a member of staff using the 4 Ws Who, What , Where and When
- Be sympathetic and supportive towards their child and reassure them but do not shout at them
- If your child has been accused of bullying others, work in cooperation with the school and listen to evidence.
- Keep a written record of any reported instance of bullying

7.3 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 headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the website.

## **8 The role of children**

8.1 Children are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

8.2 We expect our children to:

- Not suffer in silence, think of five people you can turn to at home or at school if you feel you are being bullied (five finger friends)
- Be a good friend to all who needs one
- Walk away from dangerous situations or places
- Never join in with bullying behaviour

- Not watch bullying behaviour – you must walk away and tell someone
- Tell the truth if asked by a teacher

8.3 Children are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire and through the School Council.

## **9 Procedures for dealing with incidents of bullying behaviour**

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the headteacher
- The headteacher will interview all concerned and will record the incident
- Class teachers will be kept informed and if it persists the teacher will advise the appropriate staff, including middays and support staff
- Parents will be kept informed
- Positive measures will be used as appropriate and in consultation with all parties concerned.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- Reassuring the child
- Offering continuous support
- Restoring self-esteem and confidence

Children who have bullied will be helped by:

- Discussing what happened
- Drawing/ writing about what happened
- Discovering why the child became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the child

The following sanctions can be taken:

- Official warnings to cease offending
- Exclusion from certain areas of school premises or events
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

## **10 Prevent & Anti-Bullying Procedures**

Prevent From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves. Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy. These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

## **11 Monitoring and review**

- 11.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy. The policy will be promoted and implemented throughout the school.
- 11.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually and assess its implementation and effectiveness. They do this by examining the school's anti-bullying file, where incidents of bullying are recorded, and by discussion with the headteacher. 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.

This policy was reviewed September 2021  
It will be reviewed annually.

Next date for review: September 2022