



# *Tuel Lane Infant & Nursery School*

**POLICY:** Anti-Bullying Policy

**REVIEW DATE:** Autumn 2020

## **1. Statement of values**

Tuel Lane is a friendly school, where pupils work and play together happily. However, we must not be complacent in thinking that there are never any instances of bullying. Bullying occurs in all environments and all schools are likely to have some problem with bullying at one time or another. It is essential that pupils feel safer in school and are able to discuss any incidences where they feel victimised, knowing that their concerns are taken seriously.

## **2. Related Policies**

See also following policies: Behaviour; Safeguarding; SEND; Equalities.

## **3. Definition of bullying**

### **Bullying behaviour:**

- Bullying behaviour deliberately causes hurt (either physically and/or emotionally)
- Bullying behaviour is repetitive (though one off incidents can quickly become repetitive and spiral into bullying behaviour)
- Can take place between children, between adults, between adults and children

### **Bullying is not:**

- Teasing and banter between friends without intention to cause hurt;
- Falling out between friends after a quarrel or disagreement;

### **Types of Bullying**

#### a) Direct

- Physical – attack, hitting, kicking, pinching, taking possessions etc
- Verbal – name calling, teasing, threats, spreading malicious stories etc
- Non-verbal – ignoring or leaving out, offensive gestures, facial expressions etc

#### b) Indirect

- Cyber bullying – texts, picture/video clips, phone call, email, instant messaging, chat rooms, social networking sites etc

### Prejudice or identity-driven bullying or harassment

- Disability/ Special Education Needs
- Gender – Sexist, Sexual and Transgender
- Race, religion and culture
- Sexual Orientation
- Socio-economic background

## **4. Responsibilities of children and young people, parents/carers, staff and governors**

### **Roles and Responsibilities**

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the child), and by being clear that we all follow school rules.

The key responsibility for all members of the school community is to report incidents of bullying, and concerns they may have that someone is being bullied.

#### **a) Governors**

The school governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:

- Support the Headteacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

### **b) Headteacher and School Senior Leadership Team**

The Headteacher is responsible for implementing the Anti-Bullying Policy

The Headteacher will ensure that:

- Bullying behaviour is addressed in the school's behaviour policy
- Bullying is addressed as an issue in the curriculum
- Staff receive training that addresses bullying behaviour
- The governing body is regularly provided with information regarding issues concerning behaviour management including bullying

### **c) Staff**

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and wellbeing in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

All members of staff will:

- Provide children with a good role model
- Provide children with a framework of behaviour including class rules which supports the whole school policy
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere
- **Always** be aware and take action when there are concerns about bullying
- Report and record all allegations of bullying following the school's procedures
- Ensure pupils, and where appropriate parents/carers, are given regular feedback on the action been taken

### **d) Parents and Carers**

We expect that parents and carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents/carers to:

- Keep informed about and fully involved in an aspect of their child's behaviour
- Contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for 'secrecy', and work in partnership with the school to bring an end to the bullying
- Contact the school if they know or suspect that their child is bullying another pupil
- Share with the school any suspicious they have bullying is taking place even when it does not directly involve their child.

When a parent/carer has concerns relating to bullying they should report them to class teachers or to Miss Shaw, Headteacher.

### **e) Pupils**

We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We expect that pupils:

- Will not bully anyone else, or encourage and support bullying by others
- Will tell an adult if they are being bullied, usually either a member of staff or parent
- Will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied

Pupils must begin to recognise that being a 'bystander' is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

## **5. Strategies to prevent bullying**

### **At Tuel Lane we aim to ensure:**

- A general culture of positive behaviour/positive whole school ethos/respect focus;
- Regular awareness raising opportunities to communicate anti-bullying messages, policy and practice and to celebrate the success of anti-bullying work;
- Opportunities to promote equality and to acknowledge and celebrate diversity;
- Curriculum/other activities that raise awareness, cultivate a sense of responsibility and develop skills to respond to bullying, either as a bystander or as a target;
- Curriculum/other activities that develop social and emotional skills;
- Opportunities to engage children and young people in planning anti-bullying activities and in supporting their peers;
- Appropriate levels of adult supervision so that children and young people feel safe around the site and can be confident that bullying behaviour will be seen and acted upon at all times;
- Transparent systems for reporting incidents of bullying so that children and young people and parents/carers know who to turn to and are confident that their concerns will be taken seriously and acted upon

## **6. Procedures for responding and intervention**

### **At Tuel Lane these include:**

- Responsible staff and awareness amongst all adults of how to recognise potential bullying behaviour/incidents and indicators that a child/young person may be a target of bullying and how they should respond if they witness potential bullying behaviour/incident;
- Details of possible consequences,
- Additional and different small group or one-to-one support for targets of bullying and for those exhibiting bullying behaviour
- 'confidential' listening opportunities for children and young people;
- Interventions and support ensure that all children and young people involved in alleged bullying incidents remain safe throughout all stages of investigation and resolution;
- Effective communication and partnership working with parents and carers; Effective partnership working with support agencies and other external support
- Opportunities for restorative justice to be made

## **7. Procedures for reporting, recording, monitoring and analysing incidents of bullying and for monitoring perceptions of bullying**

### **Our procedures include:**

- Discussion with mixed groups of children and with those within specific vulnerable groups, where appropriate.
- Arrangements for collecting and analysing data on bullying eg CPOMS
- Transparent procedure via which children and young people, parents/carers and other adults can report incidents of bullying;
- Formal systems for recording serious and persistent incidents of bullying
- Analysis of data to identify vulnerable pupils of groups and to identify priorities for action;
- Routine reporting to the LA of any incident that meets the current reporting thresholds e.g racist incidents

## **8. Procedures for working with parents/carers, particularly when responding to expressions of concern**

### **Our procedures include:**

- Measures to make all parents and carers aware of the anti-bullying policy and to involve parents/carers in policy development and review;

- Opportunities for parents and carers to receive training on different types of bullying and how to prevent it;
- Measures for parents and carers to share any concerns about bullying;
- Measures to ensure that parents and carers are informed and engaged promptly when their child is involved in bullying;
- Measures to provide advice and support to parents and carers whose children are targets of bullying or responsible for bullying behaviour;
- Measures to make parents/carers aware of formal complaints procedures if they are not satisfied by the way their concern has been dealt with

#### **9. Undertaking to promote, monitor, review and evaluate policy**

Policies are available in the school office and regularly reviewed and updated. Parents are informed via newsletter and training

This policy will be reviewed annually by the Curriculum and Pupil Support committee and formally agreed by The Full Governing Body.