

Girnhill Infant School

**Anti-Bullying
Policy**

March 2016

Introduction

It is a government requirement that all schools/academies have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DfES guidance for schools/academies under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance and the principles enshrined in 'Every Child Matters'.

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to). The child friendly definition we use in School is taken from the SEAL (Social and Emotional Aspects of Learning) resources produced by the DfES as part of the Primary National Strategy:

'that bullying means one child is deliberately using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time.'

Say no to bullying – SEAL theme overview PNS (DfES) 2005.

The Anti-Bullying Policy should be considered alongside the E-Safety Policy and the Behaviour and Discipline Policy.

This policy refers to all aspects of bullying, which include:

Bullying around racism, religion or culture, homophobic, cyber, bullying involving children with SEN and disability, sexist, sexual and refers to pupils, parents or other staff. Personal comments and put downs are included in this.

See Appendix A regarding bullying in the workplace.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all that we can to prevent it, by developing a School ethos in which **bullying is regarded as unacceptable**.

We aim, as a School, to produce a safe and secure environment where children feel confident to notify staff of any incidents of bullying and all can learn without anxiety. Measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent School response to any bullying incidents that may occur.

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 our School.

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our School. The governing body are completely opposed to bullying and will not condone any bullying at all in our School. Girnhill Infant School have adopted a zero tolerance approach to bullying. Any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. 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 the School anti-bullying strategies.

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 him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the Headteacher

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.

The Headteacher ensures that all children know that bullying is wrong, that it is intentional unacceptable behaviour and will not be tolerated by this School. The Headteacher draws the attention of children to this fact, within the curriculum timetable and as incidents arise. 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.

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

The Headteacher 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.

The role of the Adult

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

Records of all inappropriate behaviour incidents are recorded and the appropriate adult(s) are made aware of any concerns involving any pupils. If adults witness an act of bullying, they will initially investigate it themselves and then refer it to the Headteacher, Deputy Headteacher and/or Learning Mentor. 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 teacher informs the child's parents or carers.

The Headteacher and /or Learning Mentor keep records of all reported incidents of bullying in a locked cabinet in the Learning Mentor's office. We also record incidents brought to our attention that occur near the School, on the children's way between School and home, or incidents of cyber-bullying which have happened out of School. Any adult who witnesses an act of bullying should report it as above.

When any bullying has taken place between members of class, the adult will deal with the issue immediately. This may involve counselling and support for the victim, and a sanction for the offender. (See Policy on Behaviour and Discipline). Sanctions include the use of internal and/or external exclusions. Time is also 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, elements of restorative practice are used to do so. When a child repeats bullying behaviours we invite the child's parents or carers into 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.

The Headteacher, Deputy Headteacher and Learning Mentor routinely attend training and disseminates to all members of staff, which equips them to identify bullying and to follow School policy and procedures with regard to behaviour management.

Potential places where incidents may occur, e.g. hiding places, toilets are well supervised.

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. Although the circle time is used to develop self esteem the evidence to support its effectiveness is based on practitioners observations and not hard evidence. We therefore provide a curriculum to support SMSC (social, moral, spiritual and cultural) in order to create a positive inclusion climate.

The role of parent and carers

Parents and carers 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 in the School Prospectus.

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

The role of pupils

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.

Pupils are invited to tell us their views about a range of School issues, including bullying, by approaching the class teacher, Learning Mentor, Headteacher, other staff, class or School councillors, buddies; or through the use of School and/or class pupil questionnaires.

Pupils are consulted on whether or not they feel they have been bullied in School and how they feel it was followed up.

Curriculum

The issue of bullying is addressed through SMSC and SEAL curriculum in all year groups (See PSHCE and SEAL schemes of work). Girnhill Infant School holds an anti-bullying week annually in support to the National Anti-bullying week. (Usually mid November). However individual year groups will also revisit the anti-bullying curriculum at other times during the year.

All classes hold circle time to address any heightened problems, including feelings of being bullied are addressed immediately.

Organisation of classrooms can make a practical difference, therefore opportunities for children to work constructively developing teamwork and cooperation are taken into consideration when doing so i.e. social groupings, arrangements of desks and workspaces.

We have invested a lot of time into developing lunchtimes in order to give children opportunities to develop team building and social skills.

Monitoring and review

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 anti-bullying policy is the governor's responsibility, and they review its effectiveness annually. They do this by discussion with the Headteacher, other staff members and when necessary by examining records of incidents. 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.

All parties involved in any issues are asked if they are happy with how the incident has been dealt with.

This policy will be reviewed every two years, or earlier if necessary.

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| Headteacher: | Sally Lowe | Date: | March 2016 |
| Chair of Governing Body: | Kay Binnersley | Date: | March 2016 |
| Review Date: | March 2016 | | |

Appendix A

This information has been taken from:

<http://www.direct.gov.uk/en/Employment/ResolvingWorkplaceDisputes/DiscriminationAtWork/DG10026670>

What is bullying at work? (By Pupils, Parents or Other Staff)

Bullying at work is when someone tries to intimidate another worker, often in front of colleagues. It is usually, though not always, done to someone in a less senior position. It is similar to harassment, which is where someone's behaviour is offensive. For example, making sexual comments, or abusing someone's race, religion or sexual orientation.

You cannot make a legal claim directly about bullying, but complaints can be made under laws covering discrimination and harassment. If you are forced to resign due to bullying you may be able to make a constructive dismissal claim.

Examples of bullying behaviour

Bullying includes abuse, physical or verbal violence, humiliation and undermining someone's confidence. You are probably being bullied if, for example, you are:

- Constantly picked on
- Humiliated in front of colleagues
- Regularly unfairly treated
- Physically or verbally abused
- Blamed for problems caused by others
- Always given too much to do, so that you regularly fail in your work
- Regularly threatened with the sack
- Unfairly passed over for promotion or denied training opportunities

Bullying can be face-to face, in writing, over the phone or by fax or email.

Before taking action

If you think you are being bullied, it is best to talk it over with someone. Sometimes what seems like bullying might not be.

For example, you might have more work to do because of a change in the way your organisation is run. If you find it difficult to cope, talk to your manager or supervisor, who might be as concerned as you are. Sometimes all it takes is a change in the way you work to give you time to adjust.

What to do if you are bullied at work

Employers have a 'duty of care' to their employees and this includes dealing with bullying at work. There are measures you can take if you are being bullied.

Get advice

Speak to someone about how you might deal with the problem informally. This might be:

- An employee representative like a trade union official
- Someone in the human resources (HR) department
- Your manager or supervisor

Some employers have specially trained staff to help with bullying and harassment problems. They are sometimes called 'harassment advisers'. If the bullying is affecting your health, visit your doctor.

Talk to the bully

The bullying may not be deliberate. If you can, talk to the person in question, who may not realise how their behaviour has been affecting you. Work out what to say beforehand. Describe what has been happening and why you object to it. Stay calm and be polite. If you don't want to talk to them yourself, ask someone else to do so for you.

Keep a written record or diary

Write down details of every incident and keep copies of any relevant documents.

Making a formal complaint

Making a formal complaint is the next step if you can't solve the problem informally. To do this you must follow your employer's grievance procedure.

Some awkward situations

Below are some examples of awkward situations you might face at work and suggestions on how they could be handled.

The bully is your manager and the grievance procedure says that is who you should speak to

Make the complaint in writing to your line manager and ask that it is passed on to another manager to look into. If that doesn't happen, or isn't possible, make the complaint to your boss's manager or HR department.

The person bullying you is a sole trader or the firm's managing director or owner

Follow the grievance procedure. It may help you later if you have to take legal action against your employer.

Your boss is violent and abusive towards you and you are afraid to make a complaint

If you think that making a complaint will cause further bullying or harassment, you don't need to follow normal grievance procedures. In cases like this, you can still then take legal action if you wish.

What about taking legal action?

Sometimes the problem continues even after you have followed your employer's grievance procedure. If nothing is done to put things right, you can think about legal action, which may mean going to an Employment Tribunal. Get professional advice before taking this step. Remember that it is not possible to go to an Employment Tribunal directly over bullying. Complaints can be made under laws covering discrimination and harassment. If you have left your job because of bullying, you might be able to claim unfair 'constructive' dismissal. This can be difficult to prove, so it is important to get advice from a specialist lawyer or other professional.

Where to get help

Visit the employment contacts page for more information on where to get help with employment issues. You can also get advice and support from your trade union.


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Agreed on 01/03/16_____ (date)

Signed  (Headteacher)

Signed  (Chair of Governors)

To be updated March 2017