

## Hook Infant School Anti-Bullying Policy

This policy is part of the overall Behaviour Policy of Hook Infant School and is governed by the philosophy and principles contained there. It is written to deal specifically with those aspects of behaviour that could be deemed as bullying.

### Aims

All learners at Hook Infant School have the right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. The principles of tolerance and understanding and respect for others are central to what we believe. As a result, we aim to:

- protect children and young people from harm
- ensure that they achieve their full potential in education
- provide a happy and stimulating childhood
- ensure that they grow up physically and mentally healthy
- enable children to feel good about themselves and respect others
- develop the essential personal and social skills to help them throughout life
- become active citizens and participate in society.

### What is bullying?

DCSF Guidance 10/99 Social Inclusion: Pupil Support advises, "*Bullying is usually part of a pattern of behaviour rather than an isolated incident*".

Bullying is **repeated behaviour(s)** with the **intention** of hurting another person, which results in pain and/or distress to the victim **over a period and places the perpetrator in a position of power**.

Bullying can include repeated incidents of:

- **Physical** – pushing, hitting, kicking, pinching or any form of violence, taking belongings, damaging personal property
- **Verbal** – name calling, insulting, making offensive remarks, sarcasm, teasing, racist remarks
- **Indirect** – spreading rumours, exclusion from social groups, hiding belongings, graffiti,
- **Cyberbullying** – bullying by electronic contact for example via text message, email or via instant messaging

### Role of Staff

Staff will use a variety of methods for helping children to prevent and to cope with bullying. Issues will be addressed through assemblies, class discussion and circle time, role-play, reading stories, writing stories or drawing pictures.

All year groups will follow a planned PHSE unit programme through which issues associated with bullying will be explored.

### Children need to be taught to:

- Always speak out about bullying and report incidents. They are told to talk to a member of staff or their parent/carer and encouraged to tell the head teacher of any upsetting incidents.
- To stay calm and try not to get upset if they are a victim of bullying behaviour.
- Avoid putting themselves in vulnerable situations;
- To use strategies to deal with bullying;
- Report to staff if they are aware that another child is being bullied.

All staff should watch for **signs of distress by pupils** and should investigate if a child:

- is frightened of walking to or from school
- is unwilling to attend school
- is frequently late for school or their parent has difficulty getting the child to school
- begins to do poorly in school work
- becomes withdrawn, starts stammering
- regularly has books or clothes destroyed

- becomes distressed, stops eating
- cries easily
- becomes disruptive or aggressive
- has possessions go missing and money lost
- starts stealing
- is frightened to say what is wrong
- regularly reports feeling unwell during the school day (including break and lunchtimes)

Staff on duty must ensure that all accessible areas of the school are thoroughly supervised during break times and lunch times to ensure the health, safety and well-being of pupils.

Staff must investigate any potentially threatening or suspicious situations.

### **Role of Parents**

We ask parents to support this policy and co-operate with the school as set out annually in the '*Home School Agreement*'.

Parents are expected to support any sanctions taken by the school as a result of misbehaviour. Parents who have concerns about sanctions should initially contact the class teacher. If the concern remains, they should then contact the Year Group Leader, then the Deputy Head before ultimately contacting the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, and the Governing Body may become involved.

We expect parents to inform us of any concerns they have of bullying at the time of the event, or as soon as possible thereafter.

### **Role of Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act to implement the schools' policy consistently throughout the school, and to report to Governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher (or Deputy Headteacher) has responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher (or Deputy Headteacher) may temporarily or permanently exclude a child in accordance with prevailing guidance from the DfE and LA.

### **Role of Governors**

The Governing Body has the responsibility for ratifying and agreeing to support the general guidelines for this policy, and for reviewing its effectiveness.

### **How Incidents of Bullying are dealt with**

All staff are required to take seriously any complaint of bullying. They must listen to what the child has to say and always investigate the complaint. Staff will adopt a problem solving approach, giving both parties opportunities to voice opinion and offering support.

#### **All staff will:**

- Respond promptly to any concerns
- Offer the victim immediate support:
  - *We are here to solve a problem*
  - *No blaming*
  - *No excuses*
  - *No interrupting*
  - *Tell the truth*
- Inform a senior member of staff who will give advice and support
- Interview and listen to all those involved including bystanders/witnesses; hear how it is for everyone; listen impartially to all opinions:
  - *Each person tells what happened for them, while the others listen.*
  - *Each person repeats what the other person said; to make sure they heard it right.*
  - *Each person then says how they feel.*
- Prepare an agreed statement of events with the parties involved

- Make it clear which behaviours are unacceptable and which rights and responsibilities have not been met
- Resolve the conflict; the teacher helps both sides to decide on a fair agreement:
  - *Each person says what they would need in order to reach an agreement.*
  - *The agreement could be written out and signed by each pupil*
- Record the incident
- Speak with parents of all parties involved
- Administer sanctions in accordance with the school's behaviour policy
- A verbal or written apology will be offered to the victim

Appropriate other consequences may take place dependent on the individual circumstances:

- Whenever possible, the pupils will be reconciled
- Parents will be informed and will be asked to come to a meeting to discuss the problem, initially with the Class teacher and/or Year Group Leader.
- In more serious cases, the Deputy Headteacher and/or Headteacher will be involved.
- In all cases of alleged bullying, founded or unfounded, the incidents will be recorded by staff.

Children will always be told to report back to a teacher if there are further problems.

### **Sanctions**

**Sanctions will be administered in accordance with the School's Behaviour Policy.**

If bullying becomes severe and does not stop, the Headteacher may decide upon the ultimate sanction being exclusion.