

Stanford Infant School



Anti-Bullying Policy

*(Staying Safe and Happy at
Stanford Infant School)*

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1. Introduction

This policy has been developed and implemented with the whole school community, including: pupils, parents/carers, staff and governors.

At Stanford Infant School we celebrate
friendship, respect, creativity and courage.

Our safe and happy learning environment engages, challenges and
inspires our learners at the beginning of a journey of
learning forever.

'Exploring and Learning Together, Inspiring Each Other'

For our vision to be effective, everyone should have the right to learn and work in a supportive, caring and safe environment without the fear of being bullied. This policy is intended to outline our procedures for ensuring our community is able to think, discuss, challenge and explore issues around positive and negative relationships in a safe and inclusive environment.

Links to other Policies:

This policy can be linked to the following other School Policies:

- Behaviour Policy;
- PSHE Policy and Schemes of Work;
- Equalities Policy (which incorporates Race, Religion and Culture Equality, Gender Equality and Disability Equality).

2. Statement of Intent

We are committed to providing a safe, inclusive, diverse and secure learning environment for all members of our community. Bullying behaviour of any kind is unacceptable at our school. If bullying behaviour does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *LISTENING AND TELLING* school. This means that *anyone* who knows that bullying behaviour is happening is expected to tell a grown-up straight away.

All school staff will make it clear that bullying behaviour is not tolerated in our school. We will take part in 'Anti-Bullying Week' every year and in assemblies and in class, we will encourage pupils to discuss bullying behaviour: what it is, what can be done, etc. We will use 'What if...' questions to talk about staying safe – discussing and thinking about possible responses. We will ask our pupils to take part in a safety survey to find out how safe every child feels at school. The results of the survey will be compiled and there will be an assembly to share the findings. These will also be communicated in the school Newsletter. All children will receive a leaflet written by children, outlining how to stay safe and happy at school and what to do if things aren't going as well as they should.

3. Definitions of Bullying Behaviour

Bullying behaviour can be defined as:

"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally." (DSCF 2007)

In addition, the Safe to Learn Guidance (DCSF, 2007) states that: "Bullying can take place between pupils, between pupils and staff, or between staff, by individuals or groups; face to face, indirectly or using a range of cyber bullying methods."

All forms of bullying behaviour are unacceptable at Stanford Infants. In addition to the definitions above, each class have worked together to formulate a 'child's speak' definition of bullying. These are:

Reception

Alex Class

Bullying is mean behaviour, it happens over and over again. It's when someone hurts your feelings or your body. You must tell someone!

Pier Class

Bullying behaviour is when someone hurts your body or your feelings, over and over again each day on purpose. If it happens to you, you should tell a school grown-up, your family or your friends so they can help you.

Palace Class

Bullying behaviour is hurting someone's body or their feelings over and over again. It is something that someone does on purpose to make someone else feel sad. In Palace Class, we stand up to bullying behaviour and say, "stop it, we don't like it!"

Year 1

Marina Class

Bullying behaviour is when a group of children or one child hurts someone else on purpose, over and over again.

Dolphin Class

Bullying behaviour is doing something that someone doesn't like over and over again. This can be hurting someone's body or feelings.

Lagoon Class

Bullying behaviour is doing something unkind or hurtful, on purpose and over and over again. Bullying behaviour could hurt someone's body or their feelings. We stand up to bullying behaviour in Lagoon Class and say "Stop it, I don't like it!"

Year 2

Regent Class

Bullying behaviour is being mean to others by what you say or do over and over again. When someone says "Stop it, I don't like it" you stop. Stop and think and treat people nicely.

Pavilion Class

Bullying behaviour is when someone uses mean words or physically hurts someone else over and over again and it is on purpose. If this happens to you or if you see it happening to someone, tell a grown up!

Ocean Class

Bullying behaviour isn't kind or friendly. It can hurt your body or your feelings and can make you very sad. It happens over and over and is a way of trying to get power over you. It's disrespectful and can happen to anyone anywhere. If it happens to you or you see it happening – tell a grown up straight away

4. Strategies to Prevent Bullying Behaviour

Stanford is committed to promoting positive behaviour in a variety of ways. The strategies outlined below are adopted to create a safe and secure learning environment (inside and out) which ensures that children enjoy coming to school and are able to thrive and achieve their full potential:

- Golden Values that underpin the ethos of the school;
- Saying 'Stop it, I don't like it' – say it like you mean it!
- Circle Times;
- PSHE Curriculum includes activities both on friendship and Anti-Bullying;
- Taking part in National Anti-Bullying Week: writing stories or poems or drawing pictures about bullying / reading stories about bullying or having them read to a class or assembly / making up role-plays / having discussions about bullying and why it matters;
- Discussing 'What if...' questions; thinking about possible personal safety issues;
- SEAL Surveys;
- Assemblies addressing friendship issues and saying NO to bullying;
- Friendship/Nurture Groups;
- Bubble Time;
- 'Ready, Steady, Go' – restorative justice approach;
- Friendship Benches;
- Clear and detailed policies;
- Working with others approach.

5. Types of Bullying Behaviour

Bullying behaviour is the use of aggressive behaviour with the intention of hurting another person. Bullying behaviour results in pain and distress to the victim.

Bullying behaviour can be:

- Emotional being unfriendly, excluding, tormenting, threatening behaviour (e.g. hiding books, threatening gestures);
- Physical pushing, kicking, hitting, punching or any use of violence;
- Racist racial taunts, graffiti, gestures;
- Sexual unwanted physical contact or sexually abusive comments;
- Homophobic because of, or focussing on the issue of sexuality;
- Verbal name-calling, sarcasm, spreading rumours, teasing;
- Online All areas of internet, such as email & internet chat room misuse;
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & video facilities.

6. Possible Signs and Symptoms of Bullying Behaviour

A child may indicate by signs or behaviour that he or she is the victim of bullying behaviour. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school;
- is unwilling to go to school (school phobic);
- becomes withdrawn, anxious, or lacking in confidence;
- starts stammering;
- attempts to or threatens to run away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- has unexplained bruises, scratches or cuts;
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but incidents of bullying behaviour should be considered a possibility and should be investigated.

7. What causes bullying behaviour?

Some children display temporary bullying behaviour after a traumatic event (death of family member, parent's separation or divorce, accident, etc) or because of boredom and frustration. Other children display chronic bullying behaviour because they:

- like the feeling of power;
- are jealous;
- want to feel good about themselves;
- like to be in control;
- because they want something;
- want to look good in front of other people;
- want to feel popular;
- because of peer pressure;
- want to be big/clever;
- think it is fun;
- are being bullied themselves;
- don't have any real friends themselves;
- see and pick on an easy target (small, won't tell anyone, lonely, or different in some way).

The children at Stanford Infants also think that sometimes it can seem as if someone is showing bullying behaviour, but it could be that they are joking/teasing. The children said it was really important that everyone is clear and uses "*Stop it, I don't like it*" if they are unhappy with the way someone is treating them. Bullying behaviour or teasing depends on how the receiver perceives it. The giver might think they are being funny, but the receiver may not appreciate or enjoy it.

8. Reporting and Responding to Bullying Behaviour

Bullying hurts!

Everybody has the right to be protected from being hurt and mistreated, in body and mind.

Children who display bullying behaviour need to learn different ways of behaving.

Our school promises to respond promptly and effectively to reported incidents of bullying behaviour.

Everyone must respond to incidents of bullying behaviour in an appropriate and sensitive manner. A script of responses to help staff respond to a range of bullying incidents can be found in Appendix D.

Responding to Bullying Behaviour

Victims of bullying behaviour can be supported in the following ways:

- offering an immediate opportunity to talk about the experience with a grown-up of their choice – Bubble Time;
- informing their parents/carers immediately;
- monitoring them closely and offering continuing support when they feel they need it;
- arranging for a buddy or grown-up to be with them at playtimes and lunchtimes for as long as needed;
- nurture groups/friendship groups;
- School Counselling Service.

At Stanford Infants, we promise to:

- Meet separately with the child who is the victim of bullying behaviour;
- Meet separately with each child involved in bullying behaviour;
- Arrange a separate meeting with the parents/carers of the victim of bullying behaviour and the perpetrators;
- Agree with each child separately about what happens next;
- If appropriate, meet with *all* children involved and ensure that everyone is clear about how they will behave from that moment on;
- Make sure that the meetings are logged on each child's confidential notes;
- Reiterate to the whole school community that everyone is responsible for ensuring we are all safe and happy at school.

Everyone has the right to give their opinion, and for adults to listen and take it seriously.

Reporting Bullying Behaviour

Everyone is responsible for following the appropriate procedures for reporting bullying behaviour identified below:

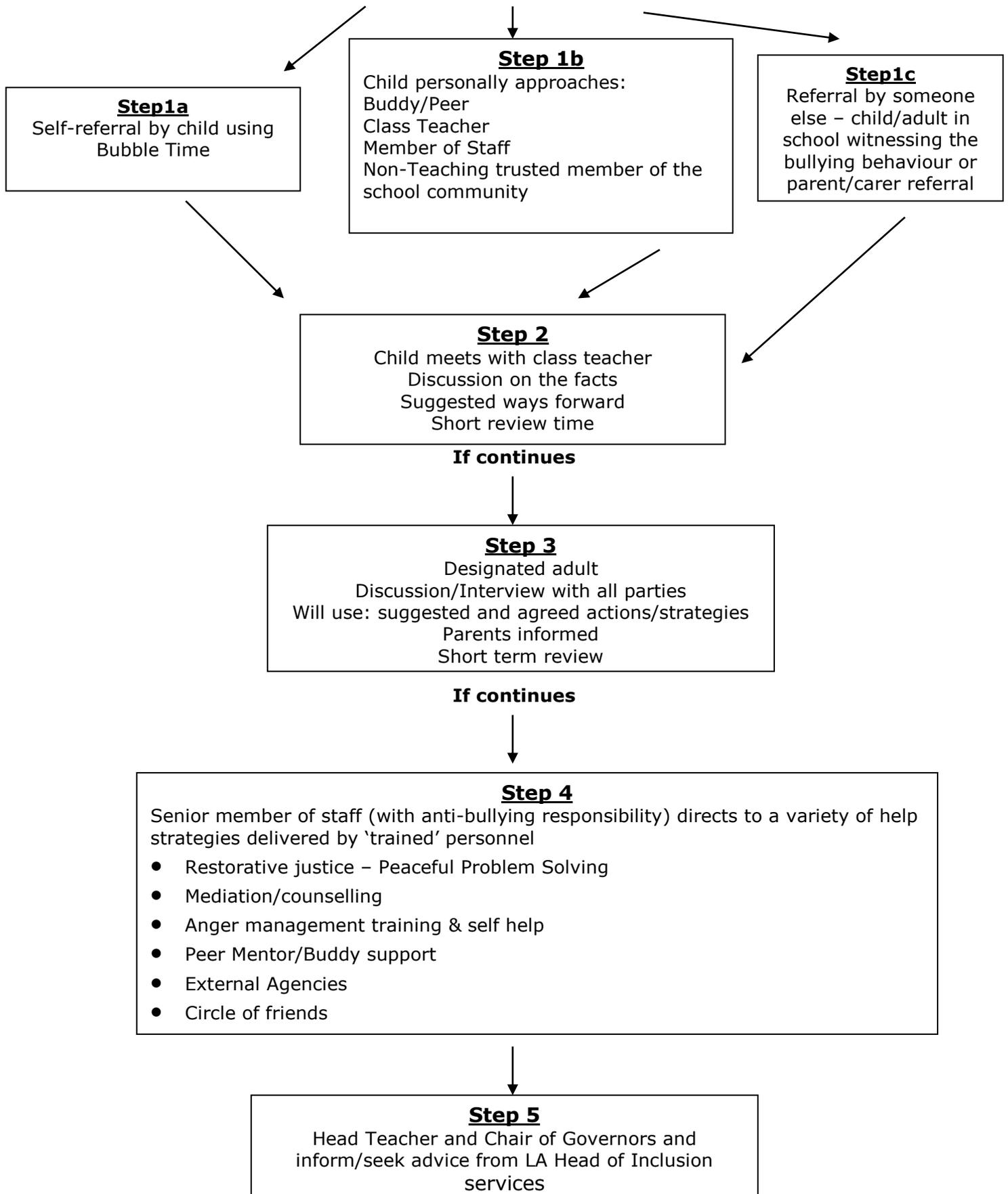
1. Report incidents of bullying behaviour straight away – there are no innocent bystanders;
2. Parents/carers should be informed and will be asked to come in to a meeting to discuss the problem;
3. In cases of serious bullying behaviour, the incidents will be recorded by staff;
4. If necessary and appropriate, police will be consulted;
5. The bullying behaviour or threats of bullying behaviour must be investigated and the bullying behaviour stopped quickly;
6. An attempt will be made to help the child/ren who display bullying behaviour change their behaviour.

Therefore, all members of the Stanford Community are familiar with the definitions of bullying behaviour to enable them to effectively report incidents of bullying behaviour, either as a victim, or bystander or as a confidant. This is especially important in cases where children may not be aware that they are being bullied or are too afraid to report the bullying behaviour themselves.

Children are fully aware that they are able to report an incident of bullying behaviour to any member of staff within the school and that they will always be listened to. They may use Bubble Time as a strategy to do this. Staff will handle all incidents identified as bullying sensitively and seriously. Allegations are investigated quickly and thoroughly and statements from the victim, perpetrator and any bystanders, if appropriate, are recorded accurately.

Recommended Procedures in school for Reporting Bullying Behaviour – Appendix A

Child is victim of bullying behaviour



Recording Bullying Behaviour

Staff should use the bullying incident form (Appendix B) to officially record any incident of bullying behaviour. In addition, if the bullying incident is perceived by the victim, bystander or the person it was reported to, to be racially, religiously or culturally motivated, it should be reported as such using an additional racist incident form (Appendix C). Any racially, religiously or culturally motivated incidents are reported at the end of term to the Local Authority. It is of utmost importance that all bullying incidents are recorded in this way so the school is able to monitor bullying behaviour and provide necessary support.

As well as disciplining the proven perpetrators of bullying behaviour, it is also important to work with the children to identify why the bullying behaviour occurred in the first place and to ensure the bullying behaviour does not continue. We may do this in the following ways:

- talking about what happened, to discover why they became involved;
- informing their parents/carers and investigating how we can best support them and their child;
- enlisting the support of external agencies in drawing up a pastoral support plan, if necessary;
- continuing to work with them in order to change behaviour and attitudes as far as possible;
- nurture groups/friendship groups;
- school counselling.

Sanctions

- 1) The child/ren who have displayed bullying behaviour may be asked to genuinely apologise. Other consequences may take place;
- 2) A member of the SLT will try to find out why the child is displaying bullying behaviour;
- 3) A member of staff will support the child in setting realistic, firm guidelines and rules to help the child control his/her behaviour;
- 2) In serious cases, suspension or even exclusion will be considered;
- 3) If possible, the pupils will be reconciled;
- 4) After the incident/s have been investigated and dealt with, each case will be monitored to ensure repeated incidents of bullying behaviour do not take place.

All children who display bullying behaviour need to achieve some success to make them feel good about themselves. School staff will help them find something they can do well and often their behaviour will change.

Following up incidents

As well as the strategies to responding to incidents outlined above, all staff will continually monitor and support the victim, perpetrator and bystanders if appropriate, to ensure the bullying behaviour is no longer continuing. An allocated member of staff will regularly 'check in' with victims and perpetrators to ensure positive progress has been made. The Head Teacher will also regularly check the situation and respond accordingly.

9. Bullying Behaviour involving adults

Bullying behaviour amongst staff

Any behaviour that threatens or undermines colleagues is unacceptable and should be reported to the Head Teacher or the Chair of Governors. If the Head Teacher is the perpetrator, refer to our Staff Code of Conduct and Local Authority Guidance (The Staff Well-Being Framework).

Bullying behaviour by or amongst parents/carers

We expect that all relationships are conducted in a mutually respectful and courteous manner. This is included in our Home/School Agreement. Any instances of aggressive behaviour from a parent/carer to a member of staff or a parent/carer towards another parent/carer will be reported to the Head Teacher immediately who will seek appropriate guidance.

10. Monitoring and Review Arrangements

This policy will be reviewed according to the school's general review cycle. This review will take place in January 2015 - however there will be an interim review following the outcomes of 'Anti-Bullying Week' and the class definitions will be updated accordingly. The implementation of the policy will be actioned by the Head Teacher, Stay Safe Working Party and the Governors Health and Safety Committee.

Policy written by Madeleine Denyer in conjunction with the Stay Safe Working Party (children, parents/carers, Governors) and following 'Anti-Bullying' guidance for schools.

Agreed by 'Stay Safe' Working Party: Feb 2012

Agreed by Pupils: 5.03.12 reviewed 23.11.12 / 18.11.13 / 24.11.14 / 3.12.15 / 18.11.16 / 1.12.17 / 27.11.18 / 27.11.19 / 20.11.20

Agreed by Staff: 2.02.12 / 24.11.14 / 3.12.15 / 30.11.16 / 27.11.17 / 22.11.18 / 27.11.19 / 20.11.20

Agreed by Governors: 22.03.12 reviewed 27.11.12 / 29.11.13 / 26.11.14

**Appendix B - Stanford Infant School Bullying Behaviour
Report Form**
Initial Report of Incident made by: _____

TYPE OF BULLYING BEHAVIOUR – tick all that apply		√
Physical (against person)	Unprovoked assault on a person or group including pushing, kicking, hitting, pinching or any form of violence or physical force	
Physical (against property)	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources	
Psychological	Reduction of a persons self-esteem or confidence through threatening behaviour, taunting or teasing	
Social	Not being spoken to or left out of activities	
Other	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours or persistent teasing	
Other	Please describe...	

WHERE DID THE BULLYING BEHAVIOUR TAKE PLACE?– tick all that apply		√
Classroom		
Hall		
Toilets		
Top Playground		
Bottom Playground		
Corridor/Stairs		
Outside School		
Other	Please describe...	

BULLYING BEHAVIOUR WAS TO DO WITH – tick all that apply		√
Ability	Target bullied due to their ability or perceived lack of it (boff, thicko, being rubbish at sports)	
Appearance	Target bullied due to their hair colour, body shape, clothing etc	
Ethnicity	Target bullied due to ethnic origin, skin colour, nationality, culture NB Ensure the bullying is recorded on the statutory racist incident summary form	
Gender Identity	Target bullied due to stereotyped perceptions of their gender identity (sissy, butch) or bullied because they identify as or are perceived to be transgender	
Religion	Target bullied due to their religious beliefs, faith, mistaken identity or lack of faith. NB Ensure the bullying is recorded on the statutory racist incident summary form	
SEN/D	Target bullied due to their disability or special need or related language used in the bullying Please record on CYPT summary bullying form	
Sexism	Target bullied because of their gender	
Sexual Orientation	Target bullied due to orientation or perceived orientation of target or target’s family and/or homophobic abuse and language used as part of bullying Please record on CYPT summary bullying form	
Social Class	Target bullied due to their class background (chav, posh)	
Other	Please describe...	

Report Form Completed By:

Date:

Appendix C - Racist and Religiously Motivated Incident (RRMI) Form for Stanford Infant School

Name and role/year group of member of staff/pupil reporting the incident:

Name and role of member of staff recording the incident: Tick if same as above

Name and Role/Year Group of Target/s: Target/s Unknown

Name and Role/Year Group of Perpetrator/s: Perpetrator Unknown / More than one Perpetrator

TYPE OF BULLYING BEHAVIOUR – tick all that apply		√
Physical (against person)	Unprovoked assault on a person or group including pushing, kicking, hitting, pinching or any form of violence or physical force	
Physical (against property)	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources	
Psychological	Reduction of a persons self-esteem or confidence through threatening behaviour, taunting or teasing	
Social	Not being spoken to or left out of activities	
Other	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours or persistent teasing	
Other	Please describe...	

WHERE DID THE BULLYING BEHAVIOUR TAKE PLACE? – tick all that apply		√
Classroom		
Hall		
Toilets		
Top Playground		
Bottom Playground		
Corridor/Stairs		
Outside School		
Other	Please describe...	

Was this incident religiously motivated? Yes/No

Further Comments:

Action Taken and Planned Follow-Up:

Signed (and print name of person completing the form) _____ Date _____
All racist and religiously motivated incidents must be reported to the Head Teacher immediately and recorded on SIMS. SIMS will provide details of ethnicity of the target and perpetrator

Appendix D –Guidance Notes

The section below is taken from a Healthy Schools Team & Allsorts (2007) joint project specifically focusing on challenging homophobic related language, but can be modified to any bullying behaviour related to race, culture, religion, gender, disability or social class.

Some key skills and tips for challenging prejudice

- Ensure you are aware of school policy and that you follow school policy and legal requirements such as reporting racist incidents;
- Challenge all incidents, behaviour and language and be seen to be doing this;
- Be calm and constructive (responding and helping to build skills). Take time; remain silent if you are upset or angry until you regain control;
- If appropriate remove them from an audience or the scene of the incident, although be clear with the whole group that the language / behaviour was unacceptable;
- Role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you;
- Be mindful of what happens next with friendships and other spin-offs;
- Show that you are delaying judgement (in some cases) by asking questions;
- Allow them space to reflect on what they have just said or done;
- Give them a chance to back-track: self-justify, own or modify their behaviour;
- Be critical of behaviour and language, but not of individuals and so allowing the challenged child/person to still feel OK and able to move on;
- Build a sense of empathy, co-operation and shared rules “we all agreed...” “How would you feel if...” Linking back to ground rules at all times;
- Be firm and clear about diversity and rights –and what is not acceptable. This should be supported by policy;
- Show upset and hurt if appropriate;
- Search for the personal, individual concerns which may lie behind their words or reflect prejudice.

Appendix E - Challenging Prejudicial Language - a 'palette' of responses

Organisational Response	<ul style="list-style-type: none"> • The ground rules we agreed at the beginning of the lesson said we would show respect to others • The school anti-bullying/behaviour policy is clear that homophobic language will not be tolerated • This school does not tolerate language like that
Question	<ul style="list-style-type: none"> • What do you mean by that? • What makes you think that? • Do you mean that as a compliment or an insult? • Do you realise that what you said is homophobic? • Would you feel happy if someone was talking like that about your sister / brother? • Can you explain what you mean by calling that {object} gay?
Confront	<ul style="list-style-type: none"> • Language like that is not acceptable • You might not think that remark's offensive, but many would • Let's talk about why people think like that • Gay? You mean good as you? • I'm not happy with what you said • I'm really surprised to hear you using that type of homophobic language • When you use homophobic language it offends me. I don't want to hear it again • What you've said really disturbs/upsets/angers me
Personal Response	

Use stories/scenarios as distancing techniques –to help find solutions to issues that have arisen within the group

An Example Scenario

Jamal is 5 and likes to play in the home corner. He sometimes wears nail varnish to school. Jamal comes in from break crying and another boy says to him, "Stop being such a sissy gay boy Jamal."

Organisational Responses:

"In this school, we try to be kind to everyone."

Questioning/Exploring Responses:

"What do you mean by 'sissy' and 'gay boy'?"

"How do you think Jamal feels? How would you like it if someone called you names like that?"

Confronting/Challenging Responses:

"There's nothing wrong with crying. It's not 'sissy'. It's just as normal for boys to cry as it is for girls."

"Boys can wear nail varnish if they want, just as girls can play football as they want."

"'Gay' is a word we use to describe people who love people of the same sex, not a nasty word to use against people."

Personal Responses:

"I'm really sad to hear you talk like that. I hoped you knew it was important to be kind to everyone."

Appendix F - Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations that can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline – advice and stories from children who have survived bullying

www.childline.org.uk

08000 1111

NSPCC – help for anyone concerned about a child

www.nspcc.org.uk

0808 800 5000

Bullying on line

www.bullying.co.uk

Parentline Plus – advice and links for parents

www.parentlineplus.org.uk

08088002222

Parents against Bullying

01928 576152