



Brookland Infant and Nursery School

Anti-Bullying Policy

September 2022

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INTRODUCTION

This policy should be read in conjunction with the Behaviour Policy which describes the practice that we have developed across our school over the last few years. The aims for behaviour and the shared rules for our school support the fact that bullying is not to be tolerated.

Definition of Bullying ... *Bullying may be defined as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."* DCSF 2007

In our school, we recognise that bullying can exist although it is unusual. It is designed to cause hurt, injury, embarrassment, upset or discomfort to another person. It can result in a child becoming frightened and unhappy and causes loss of confidence and self-esteem.

Child Friendly Definition of Bullying ... *"People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop."* Anti-Bullying Alliance

Not all conflict situations can be classed as bullying as described by the definition above. All children need strategies for dealing with conflict.

IDENTIFICATION OF BULLYING BEHAVIOURS

The main types of bullying are:

Physical Bullying

Aggressive behaviour (hurting physically)

Verbal Bullying

Verbal intimidation / use of put down comments / name-calling / spreading of rumours

Cyber Bullying

Using text, e-mail or web space to write or say hurtful things

Indirect Bullying

Deliberate exclusion from activities / setting up of humiliating experiences / Damage to property and belongings / threatening or intimidating behaviour / pressure to give someone money or possessions

Racial Harassment

Racial Harassment is treated in the same way as other forms of bullying. Name-calling or other bullying behaviour is not tolerated

AIMS

Our school will not tolerate bullying. Our school aims to: -

- Recognise children's concerns about the attitude and behaviours of other children and adults.
- Make sure that the person being bullied is safe
- Deal with incidents of bullying as soon as it is identified
- Work to stop the bullying happening again
- Provide support to the person being bullied
- Work with the perpetrator to change their behaviour
- Keep parents informed of action taken

SUPPORT STRATEGIES

We want to teach all children positive ways of dealing with conflict situations which they are faced with in everyday life. If they are given skills, which can be practised and rehearsed in a safe environment, then potential situations could be diffused. It is a known fact that both bullies and victims usually have low self-esteem. However the responses are very different. The victim's response is to withdraw; the bully's response is to abuse relationships emotionally and physically.

- All teachers should be firmly committed to putting an end to all acts of bullying
- Victims of bullying will be supported. *No one deserves to be bullied even if his or her behaviour is irritating or annoying.*
- Those using bullying behaviour will also be helped through a behaviour program that will teach them social skills

SUPPORT FOR VICTIMS

A variety of strategies are used to support the victim as appropriate:

- **Buddies** - *These are other children who are used in the classroom and on the playground to support the victim. They help the victim to feel safe by encouraging, supporting, reporting, and enabling the victim to increase their self-confidence.*
- **Reporting** - *We give some children a "Reporting card" which they can hand to an adult if anything happens to them. This gives them confidence and ensures that an adult investigates the situation.*
- **Assertiveness Training** - *We teach a variety of strategies to the victim using the preferred way for dealing with conflict. (Body language, eye contact, "I statements")*
- **Class Meetings** - *These can provide a forum within which children have an opportunity to explore and practise strategies for dealing with potential or real conflict situations or annoying behaviours from others. Children can discuss issues surrounding difficult situations and how to deal with them effectively. Drama techniques are a useful tool.*
- **Self esteem** - *strategies for building self esteem are used in the classrooms*

SUPPORT FOR PERPETRATORS

A variety of strategies are used to change the behaviour pattern of the child who is using bullying types of behaviour.

- **Consequences** - *Logical consequences are put into place to follow all negative behaviour. When this involves the bullying of another child, the consequences will be immediate and such that the victim will feel emotionally and physically safe from further bullying behaviour.*
- **Contracts** - *A contract is an agreement made privately between the teacher and the child. It targets the main negative behaviour and gives opportunities for teaching, practising and rehearsing appropriate behaviours. This can change the bullying behaviour and can teach strategies in building positive relationships.*
- **Buddies** - *These are children who are strong enough to cope with this role. They support the bully in the playground or in the classroom and befriend them. It gives the bully a good role model to follow and can be a strategic part of the behaviour recovery programme.*
- **Class meetings** - *These are held when it is appropriate. The class meeting may involve discussion, problem solving and support strategies that the peer group will adopt. These things may be role modeled and practised. If the bully is going to be named, then it is only with their permission.*
- **Mirroring Behaviour** - *This is a powerful way of changing negative behaviours. The adult role models the negative behaviour seen in the bully to show him/her what they do to other people (e.g. name-calling). This is done in private with 1 or 2 adults.*
- **Drawing the Behaviour** - *This is another way of showing the bully visually what has been happening*
- **Self Esteem** - *strategies for building self esteem are used in the classrooms*

OTHER IDEAS TO CONSIDER

In addition to the above, will work with whole classes, groups and the whole school in a variety of different ways.

- **CLASS MEETINGS** - Class Teachers may choose to hold a class meeting to discuss behaviour and to support children in dealing with behaviours which may be associated with bullying
- **SEAL** - we follow the SEAL programme in school to support the social and emotional aspects of learning
- **ANTI-BULLYING WEEK / FRIENDSHIP WEEK** - A whole week may be devoted to this area to support children in dealing with negative behaviours and to promote friendship
- **SCHOOL COUNCIL** - The school council may be involved in different activities as appropriate
- **ASSEMBLIES** - These are used to highlight and deal with current issues in school

DEALING WITH CONFLICT

There are 3 ways of dealing with conflict situations. We encourage the children to use the preferred way

The preferred way is to...

- Tell them to stop annoying you "I don't like it when you kick me. I want it to stop now."
- Stand tall / Look in their eyes firmly (But not in a threatening way)
- Speak in a firm not angry voice
- Stay in control of yourself
- Walk away (don't run) from the situation and towards an adult if necessary

The aggro way is to...

- Push, punch, trip another person
- Speak discourteously / Use insults and put downs / Call people names/Blame
- Have a really angry expression on your face / Shout and yell / Swear
- Stand close to the person and act in a threatening manner
- Lose control of yourself

The weak way is to...

- Give in to others when you don't want to
- Let other people continue to do bad things to you
- Talk quietly, mumble or speak hesitantly
- Cry sulk or sob without dealing with the problem yourself
- Look down at the ground when you are speaking
- Stand small as if you are hiding

PROCEDURES FOR DEALING WITH BULLYING

All members of staff are aware that bullying may take place in school.

- If a member of staff or parent notices that a child is unhappy because of the behaviour of others, this should be reported to the Class Teacher or Headteacher.
- The child (victim) will be consulted about the situation and adults in the school will monitor the child so that the nature of the problem may be assessed. The child will be supported and given strategies for reporting and for dealing with incidents.
- The perpetrator will be consulted too. Consequences will be put into place (eg loss of right to have playtime). The child will be taught to use appropriate behaviour through a long term behaviour contract.
- A meeting may be held between the victim, perpetrator and class teacher / head if appropriate.
- Parents will be informed of bullying incidents so that strategies can be discussed.

RECORDING INCIDENTS OF BULLYING

Any incidents will be investigated by an appropriate member of staff eg Class Teacher, Senior Leader or Headteacher. The purpose of this investigation will be to establish those involved, the nature, roles and seriousness of the situation.

Staff should look for evidence that the behaviour:

- Has occurred before
- Was deliberately intended to cause distress and/or harm
- Has created a sense of powerlessness on the part of the victim

If NO evidence of bullying is found:

- Record the details of the alleged incident on FORM 1
- Provide support for those involved
- Inform parents/carers of the allegation and outcome as appropriate
- Take disciplinary action as necessary

If evidence of bullying IS found:

- Complete FORMS 1 and 2
- Ensure a copy of these forms is given to the Headteacher
- Provide support for those involved
- Inform parents / carers of those involved of the allegation and outcome of the investigation and the subsequent action that the school will be taking
- Take disciplinary action as necessary
- Provide extra learning and skill practice opportunities if needed for the victims and perpetrators if needed
- Engage and inform external agencies if necessary
- For serious incidents that may be crimes discuss with the school PCSO

MONITORING

The class teachers monitor the behaviour of the children in their own class on an ongoing daily basis. Any incidents of alleged or actual bullying are recorded on Forms 1 and 2. The success of the policy is monitored and evaluated in the School Self Evaluation Form (SEF). In addition, the Headteacher reports to the Local Authority on a termly basis.

Key Sources of Evidence for Monitoring and Evaluation of this policy includes:

- Incidents of bullying and racism as recorded on Forms 1 and 2
- Attendance & Exclusion Data
- Lesson Observations
- Pupil / Parent / Staff Views
- Attainment Data
- Use of rewards and sanctions