

Crofton Hammond Infant School
ANTI BULLYING POLICY



Policy approved:	March 2024	FGB
Signed:	<i>S Hosmer</i>	Headteacher
Signed:	<i>W Shirley</i>	Chair of Governors
Date of next review:	March 2025	Annually
Monitored and evaluated by:	Curriculum Committee	Termly

CROFTON HAMMOND INFANT SCHOOL ANTI BULLYING POLICY

OUR APPROACH TO BULLYING

Bullying both verbal and physical will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

In our school, children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks, even if these were not intended to hurt.

Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves. Bullying can take many forms. The main types are:

- Physical – hitting, kicking, taking belongings;
- Sexual – peer on peer abuse;
- Verbal – name calling, insulting racist remarks;
- Indirect – spreading unpleasant stories about someone, excluding someone from social groups.

AIMS

We aim to prevent bullying at Crofton Hammond Infant School.

- We aim to raise pupils' awareness of bullying behaviour and the school's anti-bullying policy.
- We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and build an anti-bullying ethos in the school.
- We aim to improve the play facilities so that we provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised.

REASONS FOR BEING VICTIMISED MAY BE:

- Race/Gender/Background.
- New child in school.
- Child with family crisis.
- Disability.
- Timid children who may be on the edge or outside a group.
- Religion or belief.

Bullies make life miserable for many children.

REASONS FOR THE BEHAVIOUR MAY BE:

- Victim of violence.
- Bullied at home.
- Enjoyment of power/creating fear.
- Not allowed to show feelings.
- Copying behaviour at home or on TV.
- Unhappy.
- Insecure.
- Self-hating.

It occurs in children from all backgrounds, cultures, races, sexes.

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EARLY SIGNS OF DISTRESS

- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrivals
- Bed Wetting
- Cry themselves to sleep
- Unexplained cuts, scratches, bruises
- Unexplained missing possessions

FRAMEWORK FOR ANTI-BULLYING CAMPAIGN

Prevention is better than cure so at Crofton Hammond Infant School we will:

- Be vigilant for signs of bullying.
- Always take reports of bullying seriously and investigate them thoroughly.

Children will be encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher. No child will be accused of 'telling tales' – reports of unkind behaviour will **always** be investigated and taken seriously.

Each class teacher should:

Use the curriculum to increase children's awareness of bullying and to help them to develop strategies to combat it. Use discussion and role play to explore issues related to bullying and to give individual children confidence to deal with 'bullying'. The RSE/PHSE curriculum supports this, which is used in Key Stage 1 classes.

If the incident is not too serious, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the pupils find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with the pupils can find out whether their solution has been effective or not. If it is appropriate, a restorative conversation will be facilitated.

A record must be kept of the incident – date – time – place – names of children involved and their accounts of what happened. Please see the attached procedures.

Incidents must be reported to the Headteacher or a member of the senior management team, who will ask the reporting adult to record details on a named and dated form.

All staff should:

- Ensure pupils are supervised at playtimes and lunchtimes.

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- Observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- Investigate every allegation of bullying.
- Encourage children to use the play equipment and quiet areas around the School.

Parents

Parents of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken. Involvement of parents at an early stage is essential.

Problems may need to be further analysed with the possibility of outside agency involvement, e.g. Behaviour Support Service. Parents will be kept informed at all stages.

This policy should be seen as part of the school behaviour policy.

It will be reviewed at least annually and in the light of any changing circumstances.

PROCEDURES FOR RESPONDING TO INCIDENTS OF BULLYING:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the Headteacher.
- The Headteacher will interview all concerned and will record the incident.
- Class teaching staff will be kept informed and if it persists, the class teacher will advise other appropriate staff.
- Parents will be kept informed.
- Pupils who have been bullied will be offered continuous support.
- Pupils who have bullied will be helped by discussing the issues and establishing a need to change, working with the teaching assistant responsible for Emotional Literacy.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If bullying behaviour is identified as a child protection issue, a referral must be made to Social Services. See Safeguarding Policy.
- The Nurture Group is a valuable resource that can be used to work with children with the above issues.

RECORD KEEPING:

- Any member of staff who reports an incident of bullying will make notes as soon as possible, accurately recording what was seen or said, putting the scene into context and giving the time and location.
- Dates and times of incidents should be recorded as accurately as possible.
- The written record should be signed and dated by the author.
- Record all concerns, discussion about the child, decisions made, and the reasons for those decisions. The child's records should include an up-to-date chronology and details of professionals involved in the case.
- All handwritten notes must be kept, even if they are subsequently typed up in a more formal report.
- The Headteacher must keep all records securely on CPOMS.

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All staff should be familiar with the child protection policy and procedures for our school.

Where allegations are made against staff in school, the Area Child Protection Committee and Local Education Authority procedures must be followed – see Headteacher's office.