



Thomas Russell Infants School Anti- Bullying Procedures

Principles and Values

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be addressed.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

We may all have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally.

In other words, bullying at Thomas Russell Infants is considered to be, “unacceptable behaviour which occurs **‘more than once on purpose’**.”

Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, biting, hitting, punching or any use of violence
- Racial: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Direct or indirect name-calling, sarcasm, teasing spreading rumours,
- Verbal
- Cyber bullying: in all areas of internet, such as email and internet chat Twitter, Facebook misuse
- Mobile phone threats by text messaging and calls
- Misuse of associated technology, i.e. camera and video facilities, iPad, games

consoles.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

As a school we shall seek to:

- Support children who are being bullied
- Help bullies to change their behaviour
- Meet those concerned individually and find out the facts of any incident
- Use peer group pressure to actively discourage bullying
- Break up bully groups where necessary
- Involve parents at an early stage if an incident is serious or repeated
- Help children develop positive strategies and assertiveness
- Involve and discuss regularly with children agreed class rules and behaviour
- Involve other agencies when necessary

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another.

This may be due to:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to

damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms for Parents and Staff

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

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- has unexplained cuts or bruises
- 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
- shows a lack of eye contact
- becomes short tempered
- changes in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow (not hierarchical):

- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Go to the Friendship stop
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time

Procedures and Consequences

The following are a summary of our working practices:

1. All staff and pupils are encouraged to report incidents to teaching staff or Co-Headteachers.

a. All alleged incidents of bullying are taken seriously, reported to the Co-Headteachers and logged.

b. Cases of serious bullying should be logged in the headteacher behaviour records and reported as an incident of alleged bullying. This is done by the Co-Headteachers. These forms will be given to Co-Headteachers and will be kept in the behaviour file to help monitor bullying at Thomas Russell Infants.

2. The Co-Headteacher, and the class teachers are to be informed of those involved, the agreed action to be taken, including the support to be given to the victim and perpetrator/s.

3. The behaviour policy will be followed with regards to contacting parents and how the pupils are dealt with.

4. Initially the 'no blame' system will be used to allow both the victim and bully/bullies to improve the situation. The seven steps used in this system are followed:

1. Interview with victim
2. A meeting with those involved
3. Explain the problem
4. Don't blame anyone
5. Ask the group to make suggestions
6. Suggest ways to stop the problem and listen to their ideas.
7. Interview individuals to discuss progress

4. Victims will be supported.

5. The bullying behaviour and threats of bullying must immediately stop. This will be monitored.

6. The person bullying will offer an apology and other consequences may take place or be considered (see Behaviour Policy).

7. Whenever possible pupils will be reconciled.

8. If the bullying continues or a different victim is bullied, further steps will be taken: A record of the bullying will be made in the behaviour records and reported as an incident of alleged bullying as previously. This is done by a Co-Headteacher and appropriate teachers will be informed.

9. The child's parents will be informed and asked to meet with Co-Headteachers. Targets for improvement will be set with the child and their parents. This may involve an Individual Behaviour Plan. These are developed for each individual child's specific needs with the Co-Headteachers and the class teacher and or support staff/parents develop an appropriate IBP. An IBP may contain a wide variety of programmes relevant to pupils' behavioural needs. Behaviour Reports, Personal Behaviour Contracts and Individual Behaviour Programmes may also be used to help improve their behaviour.

10. Anti-bullying work may be needed within the child's/children's class or year group to emphasize the seriousness of bullying.

11. The child may need further support with outside agencies such as CAMHS.

12. Parents' involvement: Parents reporting a bullying incident should be listened to as promptly as possible and informed of the outcome of their concerns.

13. The Co-Headteacher may arrange meetings or discussion times with both children's parents separately so that support may be organised for both children, if necessary. Records of meetings with parents will be recorded. Parental support will be very important for both parties.

We ask that parents and carers do not:

- Attempt to sort the problem out themselves by speaking to the child whom they think may be behaving inappropriately towards their child or by speaking to their parents.
- Encourage their child to be 'a bully' back.

12. In serious cases, suspension or exclusion may be considered.

The Safeguarding Governor will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

Prevention

At Thomas Russell Infants we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE lessons, the school Vision and Assembly Themes, Anti-bullying week, The Friendship Stop and E-Safety lessons. Children are also consulted through in-school pupil questionnaires.

The ethos and working philosophy of Thomas Russell Infants means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying which will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our Vision.

Staff will follow the equality policy supporting every child in our school. Staff must be careful not to highlight differences between children or in an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin name calling or teasing.

Staff must be vigilant regarding groups of friends. Friendship groups may bring about an imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- Writing a personal pledge or promise against bullying
- 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 about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly

Monitoring and Evaluation of Anti-bullying

- Numbers of reported incidents will be monitored.
- Views of parents and other members of the school community will also be sought over how effective they think the school is when dealing with bullying. These may include questionnaires to staff, parents and pupils.
- Variations in the number of reported incidents over a given period will be monitored and evaluated.
- Variations in the nature of reported incidents over a given period will be monitored.
- Discussions with the School Council or recommendations from the School Council.

All pupils, staff, parents and governors have an active part to play in the evolution, development and maintenance of this policy.

It is everyone's responsibility to prevent bullying from happening.

Agreed by governors : September 2020

Review date: September 2023

Reported Incident of Alleged Bullying

Year Group:

Date:
Child(ren) displaying inappropriate behaviour:

Description of the incident:

Who was affected?

Action(s) Taken	By whom	Date:
Conclusion – final outcome/reconciliation		