

**Market Drayton Infant School &
Nursery**

**ANTI-BULLYING
POLICY**

AUTUMN TERM 2015

Anti-bullying Statement

The Aims of the School in Relation to Bullying

Our aim at Market Drayton Infant School and Early Years Setting is to create a safe and secure environment where all our children feel happy and unthreatened - 'an outstanding school where children enjoy learning'.

This aim should go hand in hand with those listed in the school's Behaviour Policy. This policy works hand in hand with the school's values; all children have a right to:

- Respect
- Independence
- Good communication
- Enjoyment

Staff, pupils and parents must be aware that bullying will not be accepted; and that the school ethos promotes anti-bullying and will challenge all forms of bullying and discrimination.

Definition

What is bullying?

Bullying is the **repeated** and deliberately hurtful behaviour of one person, or a group of people, towards another person who is unable to defend him/herself.

It may take the form of:

- Physical abuse (hitting, kicking, taking belongings)
- Verbal abuse (name calling, insulting, racist or sexist remarks)
- Indirect abuse (spreading stories, exclusion from social groups)

Who are the likely victims?

Any person can be bullied. With children there are certain risk factors, which make the experience of bullying more likely:

- Lacking close friends in school
- Being shy
- Coming from an over protective family environment
- Being from a different social or ethnic group
- Being different in some obvious respect from the majority
- Having special educational needs

- Being a 'proactive victim' (a child who behaves inappropriately with others, barging in on games or being a nuisance)

3. How do children learn about bullying?

The school participates in the National Anti-bullying week each year and uses the SEAL (Social and Emotional Aspects of Learning) programme to deliver the work on anti-bullying during this week. Throughout the rest of the year anti-bullying messages are reinforced and if further work is required this is carried out on a small group or class level.

Through role-play and circle time activities, pupils learn how being passive about bullying can sometimes encourage it. Pupils are encouraged to be active bystanders by:

- Not allowing someone to be maliciously left out of a group
- Not smiling or laughing when someone is being bullied
- Knowing that bullying can be reported by telling a member of staff, peers, buddies, school council representatives, parents and other members of family what is happening
- Encouraging the bullied pupil to join with their activities or groups
- Showing the pupil doing the bullying that they disapprove of his/her actions

A focus on bullying may potentially give rise to a number of sensitive issues. Staff should be conscious of the need to follow the school's child protection procedures if any of the activities prompt responses from pupils which give rise to concern for their safety and well-being.

4. Beyond the Classroom

Research shows that most bullying in schools takes place outside the classroom, out of the view of adults. In primary schools up to three quarters of bullying takes place in the playground.

4.1 The Environment

By providing a secure, safe environment, which is well supervised, the opportunities for incidents of bullying are minimised. Purposeful recreation and play are encouraged through the provision of a number of diverse environments:

- A field for vigorous activities such as football which take up a lot of space
- Seated area for conversation
- Playground equipment such as the monkey bars and tyres
- Play equipment is available at lunch times
- Kids fit club at lunch time

4.2 Supervision

Effective supervision in all areas of the school is essential to ensure that there are no 'no-go areas' where pupils may feel intimidated and any potential problem areas are identified. Members of the teaching staff and lunchtime supervisors monitor behaviour and patrol all areas of the school. All staff are clear about the schools behaviour policy.

Rules and well-practiced routines manage the movement of pupils around the school and limit the potential for behavioural problems to occur.

4.3 Encouraging Co-operative Behaviour

Positive recognition of co-operative behaviour is rewarded in a variety of ways, such as stickers, stamps, certificates and praise. Positive rewards can be for:

- Being helpful, kind and caring to their peers, teachers and other adults in the school
- Working hard and trying their best
- Producing good work

On a weekly basis there is an achievement assembly when pupils discuss their achievements and receive certificates.

5. Procedure

All staff need to know how to respond to a bullying incident. Direct action must be taken to remind pupils that bullying behaviour is unacceptable and will not be tolerated. Care must be taken not to refer to an individual as a bully but to refer to the behaviour as bullying behaviour. This ensures pupils do not receive a label and it reaffirms the fact that it is the behaviour that is not acceptable, not the person.

5.1 Discussion

When an alleged incident of bullying occurs the pupils involved should be referred to the class teacher, head teacher or duty staff. It is important to establish the facts:

- Staff should build upon their relationship with individual pupils to encourage honest and direct discussion
- The adult must try to remain neutral and calm, using open questions and allowing each pupil to talk
- Children involved in bullying others may feel quite justified in their action and be reluctant to admit to them
- Some children may make false allegations of bullying to get a fellow pupil in trouble
- It may be more helpful to begin by acknowledging that there is a problem rather than trying to find out the detail of who did what to whom

- The adult should help the children to find their own solution to the problem
- A follow up meeting should be arranged to find out whether the solution has been effective or not

5.2 Recording

Reports on bullying must be based on fact and contain the following details:

- Who was involved
- Where and when the incident took place
- What happened
- What action was taken
- How it was followed up

A pro-forma is included at the end of this policy. It is to be filled in with the member of staff dealing with the incident and given to the head teacher to be filed in her office.

The head teacher will review the pro-formas termly to establish any discernible patterns emerging of bullying behaviour or those being bullied.

Any racist incidents are recorded and the governing body informs the local authority annually of the pattern and frequency of any racist incidents.

6. Minor Incidents

These include name-calling, mild teasing and one-off incidents. It is useful in these situations for the pupils to take a problem solving approach, allowing the children to agree on a mutual form of action to put things right. In addition to this, mild sanctions such as disapproval and disappointment on behalf of the adult, a reprimand or time-out may be employed.

7. Serious Incidents

These include willful damage to person or property and continued bullying behaviour over a period of time. A serious response is necessary in such incidents:

- The parents of all pupils involved will be informed
- The parents of the pupil(s) exhibiting bullying behaviour will be given the opportunity to discuss the case with the class teacher, head teacher and the child. Sanctions and a course of action may be agreed. These may take the form of a Home/School Link book and/or loss of free time
- The parents of the bullied child will be informed of the action taken

- The head teacher and relevant staff will monitor the situation and evaluate the effectiveness of any action taken

8. Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Informing parents or guardians to help change the attitude of the pupil

9. Staff Training

There are currently four designated members of staff for safeguarding and child protection:

- Sam Scott
- Kerry Simmons
- Hilary Williams

All other staff complete training every three years. New staff are given information from the headteacher until LA training becomes available.

This policy runs alongside the school's behaviour policy and child protection policy.

Samantha Scott

Reference: 'Anti-bullying Guidance for Schools' Shropshire County Council

Report of an Incident of Bullying

Date:

Member of staff dealing with the incident:

Names of those involved in the incident:

Details of incident:

Report of an incident of bullying

Action taken:

Follow-up comments: