CHALKWELL HALL INFANT SCHOOL

DRAFT

ANTI-BULLYING POLICY

Reviewed and Approved by: Standards Governing Body

Date: 29th November 2017

Review date: Autumn 2020
CHALKWELL HALL INFANT SCHOOL

ANTI-BULLYING POLICY

Vision, Values and Aims

Our vision is to be an outstanding school where children are happy and safe, staff are valued, parents are engaged and the community is proud. All members of our school community will work together to be the best they can be.

Children will live the “REACH” values

Our ‘REACH’ school values will be the main focus of everyday life in school, including whole school assemblies. The children and staff ‘live’ the vision and values. House points and rewards are awarded for children demonstrating our values in school.

The children and their future are at the centre of all we do.

Our School:

• encourages each child to have a voice and participate in all aspects of school life;
  • is a happy, safe and nurturing environment;
• offers a broad, balanced curriculum through topics with an emphasis on basic skills;
• develops enquiring minds, independence and the confidence to make choices;
  • develops healthy and positive attitudes to learning and living;
• develops opportunities beyond the classroom to enable children to learn about the world they live in;
  • looks to the future, embracing the role of new technologies;
• encourages the whole community to do their best, to develop professionally and academically;
• works closely in partnership with parents, other schools and the wider community.

Aim of this policy

As a school community we aim to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. The school has an ethos of respect for all and actively promotes positive behaviour. All pupils know that bullying will not be tolerated in our school.
Introduction
Bullying is defined as *deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.*

The school has a zero tolerance approach to bullying by adults or children. Any such incidents will be dealt with promptly and firmly within the levels of understanding of each child.

Types of bullying
Bullying generally falls into one or a combination of the following categories:

- Physical bullying – Unprovoked assault on a person or group which can range from a ‘prod’ to grievous bodily harm.
- Psychological – Reduction of a person’s self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them. This can include verbal (calling names etc.) or indirect (such as spreading rumours).
- Social – Ostracism/rejection by peer group
- Verbal – The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, homophobic abuse, sexual innuendo, spreading rumours, etc.
- Homophobic bullying
- Cyber bullying – The use of mobile phones and the internet to deliberately upset someone else.
- Racist Bullying
- Bullying aimed at people with disabilities.

Aims and objectives
Bullying is wrong and damages individuals. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

We aim as a school to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with school aware of our opposition to bullying and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

The Anti-bullying Policy should be read in conjunction with the Computing Policy, including e-safety, Behaviour Policy and Safeguarding and Child Protection Policy.

People who are being bullied may show changes in behaviour such as:

- Becoming shy and nervous
- Feigning illness
- Clinging to adults
- Lacking concentration
• Taking unusual absences
• Truanting from school

Pupils are encouraged to report bullying in school and all staff must be alert to the signs of bullying and act promptly and firmly against it, in accordance with school policy.

Our ethos is early intervention, and we therefore encourage staff, children and parents to work together in order to try to ensure that incidents are dealt with effectively at an early stage. All incidents are investigated and appropriate action taken.

Implementation

School

If bullying is suspected or reported, the following steps may be taken when dealing with incidents:

• Incidents will be dealt with immediately by the member of staff who has been approached
• Clear account of the incident will be recorded on the Chalkwell Hall Infant School Bullying or Use of discriminatory Language Incident Sheet, and given to the Head teachers/ member of the SLT (See Appendix 1)
• Head teachers/ member of the SLT will interview all concerned and record the incident
• Class Teachers will be kept informed
• Parents will be kept informed
• Incidents will be recorded on SIMS by the Pupil Data Officer, and in the Anti-bullying Log by the Headteachers/ member of SLT who has dealt with the incident.
• The incident sheet will be filed and stored in the Child Protection File, alphabetically under the child’s surname.
• Punitive measures will be used as appropriate and in consultation with all parties concerned

See Appendix 2 for Flow Chart for reporting incidents of bullying.

See Appendix 3 for a script for tackling homophobic, biphobic, transphobic language/bullying.

The following disciplinary steps can be taken:

• Official warnings to cease offending
• Exclusion from certain areas of school premises
• Minor fixed-term exclusion
• Major fixed-term exclusion
• Permanent exclusion

The Role of the Midday Assistants
All Midday Assistants will have access to the Anti-Bullying Policy and will
therefore understand what constitutes bullying behaviour.

All incidents of bullying will be passed to the Midday Supervisor who will liaise with the Assistant Head to the Chalkwell Hall Schools for Inclusion/Headteachers or Class Teacher to ensure that appropriate action is taken. When necessary a note should be made of the behaviour in the Behaviour Log or Anti-bullying Log as appropriately decided by the investigating senior member of staff. The Pupil Data Officer should also be asked to record the incident on the child’s file on SIMS.

The Assistant Head to the Chalkwell Hall Schools for Inclusion will meet weekly with the MDA supervisor to look at any low-level bullying behaviours from any individuals so that appropriate action can be taken.

The Role of the Child:
All children are encouraged to acknowledge and respect each others’ individuality, to be open, honest and to treat each other with respect. Children are encouraged to celebrate the successes and achievements of others and be a good friend.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with one of the members of staff.
- 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/whether the pupil has any unaddressed issues themselves
- Implementing strategies to help with any identified unaddressed issues
- Establishing wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil

The Role of Parents
Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child’s class teacher immediately.

Parents have a responsibility to support the school’s anti-bullying policy and to actively encourage their child to be a positive member of the school.

The Role of Governors
The Governing Board supports the Headteachers in all attempts to eliminate bullying from our school. The governing board does not tolerate bullying and any incidents that do occur are taken very seriously and dealt with appropriately. The governing board reviews the effectiveness of the school policy regularly.
The governing body responds within 10 school days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteachers and asks them to conduct an investigation into the case and to report back to a representative of the governing body.

**Monitoring and review**

The Safeguarding Governor will review the Anti-bullying Log on a termly basis with the Safeguarding Lead.

The Headteachers also review the policy regularly and report on its effectiveness regularly to governors.

In accordance with the criteria for the National Healthy Schools Award the school will raise the awareness of the nature of bullying through inclusion in PSHE, Circle Time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

The school is following the advice published by the DfE: Preventing and tackling bullying: Advice for headteachers, staff and governing bodies – July 2017. The link below also includes the documents: Cyber bullying: advice for headteachers and school staff and Advice for parents and carers on cyber bullying.

Appendix 1

Chalkwell Hall Infant School Bullying or Use of discriminative Language Incident Sheet

Name of Pupil(s) involved:________________________________________________________

To monitor the incidents of bullying, please could you indicate below if there were any noted incidents of:

<table>
<thead>
<tr>
<th>Type of Incident</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transphobia or transphobic language (derogatory references to trans individuals)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homophobia or homophobic language (derogatory references to homosexuality)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racism or racist language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyber-bullying incident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexism or Sexist Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical incidents of bullying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal incidents of bullying</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Did the incident(s) happen Inside or Outside school? I/O

How was the incident tackled?:

- Through discussion
- Parents informed
- Teacher informed
- SLT Informed

Does further work need to be done around the issues with the individual? Yes No

Additional Details:

If yes, what approach?
Appendix 2

Flow Chart for reporting incidents of bullying:

An Incident of bullying is witnessed or disclosed either inside or outside of school.

A member of staff is informed and speaks to the parties involved – if appropriate using the school wide script on tackling homophobic language (see appendix 3).

The learners involved are spoken to and wherever possible the situation is resolved between them. On occasions the victim may be involved in agreeing the perpetrator’s sanctions if appropriate.

If the perpetrator has not understood their actions they are supported in doing so and also given a warning that if the behaviour is repeated there will be further reaching sanctions.

The perpetrator will be referred to the pastoral team to understand their motivation for the behaviour and be given the correct emotional support.

A member of staff writes up the incident on a ‘Bullying or Use of discriminative language sheet.’ (See appendix 1)

This is then passed onto the Assistant Head, Inclusion or a Senior member of staff who then informs the Head, Deputy, class teacher and parents/carers of the respective learners.

In any incident recorded the Assistant Head, Inclusion will write the follow-up and conclusion to the incident and inform SLT, parents/carers, learners and teachers and write this response on the incident sheet and it will then be recorded on SIMS. Any trends will be highlighted and responded to appropriately.
Appendix 3

**Script for tackling homophobic, biphobic, transphobic language/bullying.**

You hear a child use ‘gay’ in a derogatory way…………………..

Do you know what that word means?

If child says no…It is when a man and a man or a woman and a woman love each other and may be in a relationship.

Why did you decide to use that word in that way?

Have you considered how using this word in that way might hurt the feelings of other people?

Would you like someone to say that to someone you cared about?

If you are heard using that word again to insult someone this is what will happen…….. (see flow chart for order of events)