WELLFIELD INFANT AND NURSERY SCHOOL

FEELING SAFE IN SCHOOL

(ANTI-BULLYING) POLICY

OCTOBER 2022

Introduction and Aims

This policy has been written in consultation with pupils, parents, staff and school governors and takes into account recent government legislation. The Headteacher is responsible for the implementation of this policy, reporting to the school governors on the effectiveness of the policy and ensuring it continues to support school improvement. The Headteacher is also responsible for ensuring that the policy is reviewed annually.

It is a primary aim of our school that every member of the school community feels valued, well cared for and respected and that each individual is treated fairly. This policy is designed to sit alongside other policies and in particular the school's Safeguarding Policy, Behaviour Policy, Equalities and Inclusion Policy and the PSHE and Citizenship Policy to support the way in which all members of the school community can live and work together in a harmonious and supportive way.

How do we define bullying in the context of an infant school?

Bullying takes many forms and can be related to someone's sex, race, religion or culture, someone's special educational needs, disabilities or health conditions, appearance, home circumstances or sexual orientation.

We define bullying as hurting with intent – or "hurting on purpose". This includes hurting someone physically or emotionally. It relates to a repeated act, (or an act with a threat of being repeated), conducted by an individual or group which is directed against an individual or group of individuals who feel vulnerable in that situation.

It is recognised that bullying may be directed at school staff as well as children. Any incidents towards staff are taken seriously and followed up by the Headteacher.

Children may not feel safe when there is:

- Verbal isolation such as teasing, name calling, use of threatening, racist, homophobic or sexist language etc.
- Emotional isolation such as spreading rumours, unkind gestures or social exclusion such as refusing to talk to or acknowledge someone etc.
- Inappropriate or unwanted physical contact such as hitting, kicking, spitting at, grabbing an individual, taking or hiding another's property etc.
- Cyberbullying including using of social networks or mobile phones with the intention of isolating another person or damaging their reputation
- Prejudice based and discriminatory bullying

It is our aim to:

- Provide an enjoyable and high quality learning experience for pupils which develops them personally, socially and emotionally as well as ensuring they reach their potential in all other aspects of the curriculum
- Continually promote good behaviour and work to maintain a warm, inclusive and harmonious atmosphere within school
- Ensure that all children and adults in school have a common understanding of what is and is not appropriate behaviour
- Stress that the whole school community acts together and supports one another on this issue
- Put measures in place which allow for incidents of bullying to be recognised and reported, ensuring both staff and children

are aware of the signs, how to deal with it and who to go to for help

- Offer our full support to victims of bullying and ensure that they are listened to and kept fully informed about what action is being taken
- Work with all children involved, in partnership with parents and carers to restore the harm that has been done

Whole school strategies to minimise bullying

- Our golden rules, playground rules and hall rules to promote positive behaviour are introduced to all children at the start of each academic year. These are displayed around the school and revisited with the children on a regular basis.
- Positive images of people from different cultures and races, people with disabilities and different family groups are found in displays, resources and books throughout the school
- Staff encourage and promote good manners and respect for others and challenge discriminatory views and comments where they arise
- A regular programme for the teaching of RE and PSHE is in place, with an emphasis on the use of stories and role play. The programme includes exploring and celebrating similarities and differences between different groups and individuals.
- Focused activities to raise pupils' awareness about bullying, what help is available and how it effects people taught during Anti Bullying week each autumn term including the creation of anti-bullying posters to display around school.
- Friendship stops established on both playgrounds and, where available, Play Leaders from Wellfield Junior School support staff on duty in helping to ensure that all children are supported during these times. The Play Leaders report to staff

on duty who feedback to the class teacher if they have any concerns about an individual or individuals.

- Restorative Practice meetings and discussions are embedded in our behaviour management practice to encourage children to discuss problems and disputes in a supportive environment and to help to develop children's emotional literacy and empathy for others
- Children are taught how to support one another and peer support is strongly promoted and celebrated
- Where necessary, children who find it difficult to communicate their needs, such as children with emotional difficulties, children with English as an additional language or children with speech difficulties, are given a "Help Card" to show to an adult or peer if they need help. Other Communication aids are also provided.
- Staff liaise closely with parents. This helps to maximise opportunities for parents to raise any concerns.

Rights of Parents and Carers

Parents and Carers have the right to:

- Be involved in the development of this policy and all relating policies
- Expect that all reported incidents of bullying will be dealt with efficiently and in a caring manner
- Be welcomed into school to discuss problems relating to bullying and the school's response to it
- Be immediately informed if their child has been involved in a bullying situation and kept informed of the actions being taken to resolve the situation

Responsibilities of Parents and Carers

The school expects that parents and carers:

- Will make informed decisions about what constitutes bullying
- Will support their child in developing a positive attitude of tolerance and respect for others, including acting as positive role models
- Will, wherever possible, attend Parent Forums and other school events to improve communication and understanding
- Will, in the first instance, inform the class teacher of any concerns
- Will proceed through more formal channels by liaising with the Deputy headteacher or headteacher if concerns continue
- Will support the restorative practice in place in school and work in partnership with staff in addressing any problems which arise
- Will support any sanctions taken by the school
- Will accept that at times outside agencies may need to be involved to help to resolve problems relating to bullying

Please note - Although they are rare, any incidents relating to a parent or carer or a member of the public demonstrating abusive or threatening behaviour towards an member of staff or pupil will be taken seriously. This includes placing information or comments which are threatening or offensive to pupils, the staff or the school as a whole in the public domain, (such as on a social network). These instances are dealt with by the Headteacher and, where appropriate will be reported to Trafford Council and/ or the police.

How is bullying reported?

Our School Council has helped to put together the following advice:

Advice for children who are being bullied

- **DO** tell them to stop
- **DO** try to walk away
- **DO** tell a grown up in school
- **DO** tell your family
- **DO** ask a friend to help
- **DON'T** blame yourself for what has happened

Advice for children who witness inappropriate behaviour

- **DON'T** do nothing
- **DO** ask the person who is doing harm to stop
- **DO** tell a grown up what has happened
- **DO** try to help the person who has been hurt, scared or upset

Advice for children who have been bullying someone

- **DO** stop straight away
- **DO** think about how the other person is feeling
- **DO** try to put right your mistakes
- **DO** the right thing next time

Responding to concerns

1. In the first instance the member of staff who has identified the issue should record it on CPOMs and alert the class teacher/s, SENDCo and Headteacher. The class teacher will then follow up concerns raised by holding a restorative meeting with all children involved, recording what has happened and what follow up has been agreed on a behaviour log on CPOMs. The

children are informed that the situation is being monitored by the class teacher. If the children are from more than one class, one of the teachers will hold the meeting and share the information with the other/s. The children are reminded who they can go to if they encounter further problems. The behaviour log is then passed onto the SENDCo and Headteacher via CPOMs. The discussion and action agreed is also shared with the children's parents.

2. If there is another incident a further restorative meeting is held by the class teacher – this may be with the children/ group concerned or the whole class. The children and their peers, supported by the class teacher, offer suggestions for positive ways in which they could resolve it. A further behaviour log is completed and passed onto the SENDCo and Headteacher via CPOMs and the children's parents and carers are informed about what has happened and what action has been taken.
3. If there is a further incident this will be followed up with the children concerned by the Headteacher. The Headteacher will liaise with the SENDCo to put an Individual support plan for the children involved in place to reduce the risk of further incidents and then report back to the parents and the children what has been agreed on the plan. The Individual Support Plans are shared with the relevant class teachers and other staff working with these children.
4. The SENDCo then monitors the impact of the plans by observing the children, seeking children's views and through discussions with the staff working with them. The SENDCo advises staff on any strategies/ changes to the plans along the way. Where changes are made the child/ children's parents are informed.

5. In extreme cases where all of the above has been implemented and there is still no resolution, the parents and carers of the children involved are invited into school for a discussion with the Headteacher. Parents and carers are consulted to decide if a further restorative meeting should be held. If they are in agreement, the Headteacher holds a restorative meeting with all children involved. Parents and Carers are invited to be present. A further behaviour log is completed to record what has happened and what has been agreed. This may include the home/ school books being set up to allow for parents and staff to provide eachother with daily feedback.
6. If there is no improvement the parents and carers of all children involved are invited into school for a discussion with the Headteacher. Suspensions/ Permanent Exclusions may be issued in line with the school's Relationships and Behaviour Policy and the Local Authority's Suspension/ Permanent Exclusions Policy.

As a result of each restorative discussion clear expectations are laid down as to:

- Expected behaviour and rules
- Who to ask for help and when
- What arrangements are in place for any times which have been identified as a problem, eg the beginning and ending of lessons or playtimes

Individual circumstances will determine the precise arrangements to be made and any consequences will be awarded in line with the school's Relationships and Behaviour policy.

Professional Development for Staff

In order to ensure a consistent approach in school all teaching staff and midday assistants are provided with copies of this policy. They are also given training in the following areas:-

- Level 1 Safeguarding
- Restorative Justice
- Positive Handling – supporting children with emotional and behavioural difficulties
- Inclusion, including supporting children with English as an Additional Language and supporting children with Autistic Spectrum Disorder and other disabilities

This training is renewed at least every three years.

Other relevant training is identified and offered where possible.

Information from the following sources will be used by the Headteacher as a means to assess the effectiveness of this policy:

- Discussions with staff and pupils
- Feedback from parents and carers
- Behaviour logs and Headteacher's logs
- PSP and ISP review

Date October 2022

Headteacher…….

Chair of Governors……..

This policy has been written with reference to the following:

Education Act 2002 and 2011, Equality Act 2010, SEND Code of Practice, Behaviour and Discipline in schools 2012, Statutory Guidance on Suspensions and Permanent Exclusions Sept 2022