

# Meadow Lane Infants School Policy



## Anti-bullying Policy

<b>Last reviewed</b>	<b>January 2016</b>
<b>Review Cycle</b>	<b>1 Year</b>

# Anti-Bullying Policy

## Introduction

At Meadow Lane Infant School our core values are that our school is a happy place where diversity is celebrated; where creativity and curiosity lie at the heart of all that we do. At Meadow Lane we work together to inspire, support and develop the whole child. We aim to nurture in each individual the confidence and self-belief to aspire to be as good as s/he can be. This includes enabling pupils to understand issues relating to safety, such as bullying, and to feel confident to seek support should they feel unsafe. We therefore do all we can to prevent it. We aim to develop a school ethos in which bullying is unacceptable.

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

## Policy Development

This policy was formulated in consultation with the whole school community. It is regularly mentioned during staff meetings, briefings and SEND meetings. Governors are consulted and they finally approve the document. Children have contributed to the document through the school council and it is regularly spoken about during assembly. The ethos of school is delivered through everything we do. Parents are encouraged to view the policy and feedback their views.

This policy is available

- Online at [www.meadowlane.notts.sch.uk](http://www.meadowlane.notts.sch.uk)
- In the school prospectus
- From the school office

## Roles and responsibilities

**The Head teacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

**The Anti –bullying Co-ordinators** in our school are: - Gail Roy and Head of FS and KS1

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

**The nominated Governor with the responsibility for Anti- bullying Behaviour** is: - Andy Barker

### **Definition of Bullying**

*The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.*

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

**How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

**What does bullying look like?**

Bullying behaviour can be physical, verbal or emotional and includes:-

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### **Why are children and young people bullied?**

Specific types of bullying include:

#### **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

#### **Other vulnerable groups include**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

#### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

### **Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

### **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Any concern about bullying should be referred to the class teacher. The class teacher will record any issues in the class diary in the first instance, including any conversations held with parents. If the problem persists this will then be referred to the Head teacher who will make a record on an incident form. The Head teacher will speak to parents and all conversations will be recorded in detail (see below)

## Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.

The school will take the following steps:

- Interview all parties and record these accurately.
- Inform parents
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Be clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up, in particular keeping in touch with the person who reported the situation, parents/carers.
- Have a clear complaints' procedure for parents/carers who are not satisfied with the school's actions
- Have a range of follow up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate
- Liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

## Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

(A recording form is attached)

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (August 2014).

**These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to [ecas@nottscc.gov.uk](mailto:ecas@nottscc.gov.uk)**

It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. Schools are advised that a simple email to [ecas@nottscc.gov.uk](mailto:ecas@nottscc.gov.uk) stating at the end of the academic year that no incidents have been reported to the school, will now suffice.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings (termly)

This information will be presented to the governors as part of the annual report.  
(A summary sheet is attached)

The policy will be reviewed and updated every two years.

### **Strategies for preventing bullying**

As part of our on-going commitment to the safety and welfare of our pupils we at Meadow Lane Infant School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- A comprehensive PSHE curriculum and Playground Peacemaker programme.
- Anti-Bullying week annually in November.
- PSHE/Citizenship lessons drop down days and cross curriculum themes.
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Student voice, school council
- Playground Friends trained in conflict resolution
- Counselling and/or Mediation schemes
- Small group work
- Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour
- Parent information events/information
- Staff training and development for all staff including those involved in lunchtime and before and after school activities

### **Links with other policies and why**

<b>Policy</b>	<b>Why</b>
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety Policy	Cyber bullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability)
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

## Useful organisations

**Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

**Mencap** – [www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

**Stonewall** – [www.stonewall.org.uk](http://www.stonewall.org.uk)

[The lesbian, gay, bisexual and transgender charity](http://www.stonewall.org.uk)

**Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://www.eachaction.org.uk)

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**School's Out** – [www.schools-out.org.uk](http://www.schools-out.org.uk)

**Childnet International** – [www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

**NSPCC/ChildLine**- [www.nspcc.org.uk](http://www.nspcc.org.uk), [www.childline.org.uk](http://www.childline.org.uk)

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

**Show Racism the Red Card** – [www.theredcard.org.uk](http://www.theredcard.org.uk)

# SCHOOL BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

**Nature/Type of Incident** (Please Tick)

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Forced into something against will</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Other (please specify)</i>	<input type="checkbox"/>

**Details of Young People involved**

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

\*Role: **V** Victim      **R** Ring Leader    **A** Associate                      **B** Bystander

**Location of Incident** (Please Tick)

<i>Classroom</i>	<input type="checkbox"/>	<i>School Bus</i>	<input type="checkbox"/>
<i>Playground/Yard</i>	<input type="checkbox"/>	<i>Outside/Around School Gates</i>	<input type="checkbox"/>
<i>Corridor</i>	<input type="checkbox"/>	<i>To/From School</i>	<input type="checkbox"/>
<i>Toilet</i>	<input type="checkbox"/>		<input type="checkbox"/>

**If you feel the incident was motivated by any of the following please tick**

<i>Appearance</i>	<input type="checkbox"/>	<i>Race/Ethnic Origin *</i>	<input type="checkbox"/>
<i>Disability/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>

Gender/Sexism


Home Circumstances including Looked After Children/Young People


Religion

\* Reminder: These incidents should be recorded separately.

<b>Brief summary of Incident</b>

<b>Action Taken</b>
include any exclusions, parental involvement, or involvement with external agencies.
Generally
If appropriate was a CAF used? <span style="float: right;">YES/NO</span>
With Individuals (as noted on page 1)
1.
2.
3.
4.

Form completed by:	Date:
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Follow-up	Date

Name of school

Anti-bullying Review Sheet

Autumn/Spring/Summer Term

Type of Incident

Extortion	
Isolation	
Physical	
Verbal	
Cyberbullying	
Damage of property	
Forced to do something	
Spreading rumours	
Other ( specify)	

Profile of Young People

Year	Ex	G	E	Isol	Phys	Verbal	Cyber	Prop	Force	Rumour	Other

G=gender(M/F) E=Ethnicity code

Location

Classroom	
Playground/school grounds	
Corridor/toilets	
School bus	
Outside school – cyberbullying	
- other	

Motivation

Appearance	
Gender/Sexism	
Religion/Culture/ Race	
Homophobia	
Disability/SEN	
Home/Family circumstances	
Other	