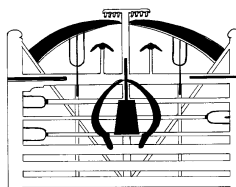


At Prettygate we are committed to safeguarding and promoting the welfare of all children and expect all staff and volunteers to share this commitment.



PRETTYGATE INFANT SCHOOL

ANTI-BULLYING POLICY

Reviewed annually summer term

VISION

Together as friends we will:
Discover and learn,
Play and be happy,
Stay safe and healthy,
Be proud of who we are.

“Every day counts”

PHILOSOPHY

To promote a framework which will enable all pupils and staff achieve the vision.

BACKGROUND STATEMENT

All teachers and other adults working within the school will be expected to have regard to the vision and philosophy of the document with overall responsibility being the premise of the Headteacher or in his/her absence the deputy Headteacher. The Special Educational Needs Co-ordinator will normally liaise with the Headteacher, attending relevant staff training. This policy is for the attention of all teaching and non-teaching staff and governors.

AIMS OF THE POLICY

To:

- Ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- encourage a calm, purposeful and happy atmosphere within the school.
- foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.

This document has been assessed for equality impact and is applicable to every member of staff or child within the school irrespective of their race, ethnic origin, nationality, gender, culture, religion or belief, sexual orientation, age or disability.

- have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- make boundaries of acceptable behaviour clear and to ensure safety.
- raise awareness about appropriate behaviour.
- help pupils staff and parents have a sense of direction and feeling of common purpose.

We regard bullying as particularly serious and always take firm action against it. We encourage children to work against it and to report any incidents of bullying.

Definition

This school has chosen to adopt the following definition of bullying:

“When a person’s or group of people’s behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- “badly different”, alone, unimportant and/or unvalued

When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this **is** bullying.

If someone is made to feel like this, or if they think someone they knows feel like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell. However, lots of things can make people feel bad, sometimes it depends on the situation we are in, and it is not always bullying – so we think the following definition, adapted from one written by the Anti-Bullying Alliance, is also useful:-

Bullying is any behaviour by an individual or group that:-

- Is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- Happens more than once – there will be a pattern of behaviour, not just a “one off” incident.
- Involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.

It can be:

- Physical – e.g. kicking, hitting, taking and damaging belongings
- Verbal – e.g. name calling, taunting, threats, offensive remarks
- Relational – e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber – e.g. texts, emails

This school recognises that bullying that is motivated by prejudice is a particular concern, for example racists, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs. Further details of our commitment to this can be found in our Single Equal Opportunities and Race Equality and Cultural Diversity Policies.

Bullying can be physical, verbal or emotional by a single person or a group.

Incidents of bullying can include-

- * Name calling
- * Malicious gossip
- * Damaging or stealing property
- * Coercion into acts they do not wish to do.
- * Violence and assault
- * Pinching/kicking
- * Jostling
- * Teasing
- * Intimidation
- * Extortion
- * Ostracising
- * Damaging school work and equipment.
- * Withdrawal of friendship

Reason for being a victim may be

1. Race/Sex/Class
2. New child in school
3. Child with family crisis
4. Disability - or difference of any kind.

Victims may be children who are not assertive (timid) unlikely to fight back, loners with few friends, anxious or fearful children, younger children, smaller children and those outside a group.

Reasons for being a bully may be

1. Victim of violence
2. Enjoyment of power/creating fear
3. Copying behaviour outside school including on T.V. or video

It occurs in children from all backgrounds, cultures, races, sexes, and all ages.

Early signs of distress

1. Withdrawn
2. Deterioration of work
3. Spurious illness
4. Isolation
5. Desire to remain with adults
6. Erratic attendance
7. General unhappiness/anxiety/fear.
8. Late arrivals

9. Bed wetting and other signs noted in Special Needs policy.

Framework for anti-bullying campaign

Prevention is better than cure so at Prettygate Infant school we:

1. Encourage the caring and nurturing side of children.
2. Work for a caring, co-operative ethos (home corner, paired, group work)
3. Discuss friendships in small group times (supported group work including nurture groups)
4. Ensure adequate supervision in playgrounds
5. Positively encourage caring and do not tolerate bullying.
6. Use collective worship, circle time and Philosophy for Children sessions to consider and address issues.

However we must recognise the difference between: Bullying/Bossiness and Bullying/Boisterous behaviour

Bullying

Focused on younger smaller and timid children increasingly relying on threat and force
Wilful conscious desire to hurt threaten and frighten.

Bossiness

Bossing whoever is around at the time.

Usually grow out of it as they mature and learn social skills.

Bullying

Play spoiling other children's activities, showing violence and hostility
Rough intimidating behaviour.

Boisterous behaviour

More natural uncontrolled - not vindictive - high spirits, not unfriendly.

Involving Parents/Carers

When discussing bullying issues with parents we emphasise that the following responses are not an acceptable way of dealing with the problem.

1. Go and hit him back.
2. You must have done something to deserve it.
3. Don't be a wimp.
4. Boys will be boys
5. It will sort itself out.
6. It is part of growing up.
7. Got to take it like a man.

8. Must learn to look after themselves.
- or
9. Don't tell tales (if it proves to be a consistent complaint.)

To combat bullying the following points are recognized:

Watching bullying and doing nothing is supporting it.
Being aware of and tackling any racist or sexist language.
Give support to both victim and bully. The victim may lack self-esteem and self value.
The bully needs to work with others (co-operation rather than competition)
It is essential that we do not bully the bully – find out why they are bullying.
We reward non-aggressive behaviour in school (good behaviour stickers/special awards)
We follow up, to support the victim and prevent re-occurrence. We ensure that all staff are aware of any problem and deal with it in a consistent manner.
We help children to see the other point of view – “How would you feel if.....?” Make them aware of newcomers/loners or shy children.
We make clear to parents/carers the unacceptability of bullying i.e. no “hit him back” attitude.
In service training and discussion takes place on a regular basis.
Meetings between the Headteacher and Mid-day Assistants provides a forum for discussion.
The Home School Liaison Worker may be involved at the request of parents or the school.
A record is made of any particular concerns, shared with relevant parties and followed up by the Headteacher. This may be through the alert book.
All bullying incidents are formally recorded.

In order for this policy to be effective it is essential that it is adopted by the whole school community therefore it is the responsibility of:

- The Headteacher to communicate the policy to the whole school community
- School governors to take a lead in monitoring and reviewing this policy
- Governors, the Headteacher, Senior Managers, Teaching and Non Teaching Staff to be fully aware of this policy and implement it accordingly. The SENCO regularly updates this policy with Non Teaching staff to ensure everyone is fully appraised.

This policy has links to the following policies:

Equal Opportunities

Behaviour Policy

Safeguarding/Child Protection Policy

Complaints Procedure

Race Equality and Cultural Diversity Policy