



Emscote Infant School

Anti-bullying Policy

Our Vision: 'Working Together, Valuing Everyone, Learning for Life'

AIMS and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy, in conjunction with our Relationships Policy for Managing Behavior is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good relationships, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to support the development of good relationships, rather than merely deter anti-social relationships.

In summary, the aims of this policy are to:

- Prevent or reduce bullying in any form.
- Adopt a consistent approach to dealing with incidents of bullying.
- Create an emotionally safe environment where positive relationships can develop.
- Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.

This policy has been written with reference to DfES guidance:

'Preventing and tackling bullying: Advice for headteachers, staff and governing bodies'

DEFINITION OF BULLYING

By definition bullying is behaviour that intentionally and persistently causes distress to others.

The Department of Education defines bullying as:

"Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself." 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)

PRINCIPLES

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children and young people are paramount and pupils' needs (whether bully or targeted pupil) need to be separated from their behaviour.
- When bullying concerns are identified, our school will work in a restorative and solution-focused way to achieve the necessary change.

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- Pupils who are targeted will be listened to and supported.
- Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.
- Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention.
- Where a concern arises, staff will receive on-going support from senior leaders.
- Parents will be made aware of our school's practice to prevent and to respond to concerns through parent information meetings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

FORMS OF BULLYING

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others. *These categories may be inter-related.*

PHYSICAL BULLYING e.g. hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another's property by stealing / hiding / damaging / intruding upon it; - extortion / threatening demands for money or other items - writing or drawing offensive notes / graffiti about another	VERBAL BULLYING e.g. name calling; insulting or offensive remarks; accusing; taunting; put downs - ridiculing another's appearance/way of speaking/disability/personal mannerisms/race/colour/religion; - humiliating another publicly - spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm
EMOTIONAL BULLYING e.g. excluding/shunning others from group activity/social setting or play; - belittling another's abilities or achievements; - menacing looks/stares; - rude signs or gestures	CYBER BULLYING <i>including AI</i> e.g. misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity - misuse of mobile phones by text messaging /calls or images – again to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity - unauthorised publication or manipulation of private information; impersonation Generative artificial intelligence (AI) Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. We recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Emscote Infant School will treat any use of AI to bully pupils in line with our anti-bullying policy.

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Signs of stress in pupils which may indicate Bullying

- Child's unwillingness to attend school / lateness / erratic attendance.
- Avoidance, hanging back from playground or staying late at school.
- Deterioration of work or mislaid books, money, equipment or belongings / under achievement.
- Spurious illness / non-specific pains, headaches, tummy upsets, withdrawn, loss of appetite.
- Nail biting / flinching / jumpiness / forgetfulness / distractibility.
- Impulsive hitting out / out of character temper, flare up or restlessness / sudden aggressiveness.
- Stresses manifested at home – bed wetting / insomnia / nightmares / restlessness and irritability.
- Reluctance to sit beside or near certain pupils / hesitant to walk home.

(N.B. whilst these behaviours may be symptomatic of other problems – bullying may be one reason)

STRATEGIES TO PREVENT OR REDUCE BULLYING

We have established and will maintain the following strategies to prevent and reduce bullying behaviour:

Proactive Strategies to ensure awareness is raised.

- Promote School Vision and Ethos at all times
- Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of our school 'Relationships' (for Managing Behaviour) policy; thereby developing trusting relationships where children feel able to communicate difficulties with adults
- Recognise and reward good behaviour.
- Maintain a shared vocabulary and understanding through Zones of Regulation
- Regularly revisit Protective behaviours throughout the year, especially safe and unsafe secrets
- Awareness of Rights and Responsibilities.
- School assemblies – addressing Bullying and providing Anti-Bullying Strategies.
- Engagement with the annual National Anti-Bullying week.
- Vigilant supervision – playground / general school environment.
- Consultation with School Council.
- Use of PSHE lessons / teaching of online safety
- Questionnaires.
- Good parental communication.
- Awareness raising e.g. class information meetings, newsletters, website.
- Use of outside agencies where appropriate.
- Staff training / effective communication.

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Reactive Strategies

The following steps will be taken when dealing with incidents:

- Formulation (involving all stakeholders) and communication of school wide rules concerning Positive Behaviour expectations (eg classroom rules, posters, displays, incentives, pupil awards, school assemblies)
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Attempts will be made to resolve the situation quickly.
- Reports will be taken seriously.
- Steps will be taken to ensure the child feels safe and secure.
- Significant incidents will involve further investigation and recording. A clear account to be recorded on CPOMS.
- Significant or repeated incidents will require parents to be informed.
- Disciplinary measures / sanctions, which are proportionate and clearly set out in the Relationships (Behaviour) Policy, will be explained and used.
- School Curriculum will address prejudice, discrimination and Social/Emotional Learning, mental health and wellbeing
- Consistent behaviour management by all staff

PROCEDURES FOR DEALING WITH BULLYING

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.
2. Protect and support the bullied pupil.
3. Change the attitude and behaviour of the 'bully'.

Every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. Children can and do learn over time how to care for themselves and for others. We believe that learning from mistakes and being genuinely sorry for them is part of growing up to be a socially well-adjusted person. We believe much can be achieved by talking with the perpetrator and the victim to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference and in these cases, we reserve the right to apply a range of sanctions.

If any type of bullying is highlighted, the following strategies will be implemented by staff in two stages;

STAGE 1

All staff will:

- Listen to concerns when reported.
- Identify those involved in the bullying incident.
- Give each pupil the opportunity to talk. The discussion will focus on finding a solution and stopping the bullying from recurring.
- Staff will remain neutral and avoid direct, closed questions.

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- The pupils are helped to find their own solution to their personal disagreement and discuss how their proposals will be put into action.
- Other appropriate members of staff will be informed
- Incidents will be recorded as appropriate.
- A follow-up meeting/discussion is useful to find out whether the solution has been effective or not.

STAGE 2

If the problem is not resolved staff will:

- Implement procedures within the hierarchy of sanctions (refer to Relationships (Behaviour) Policy).
- Continue to monitor the situation and follow procedures as agreed.
- Record details as appropriate on CPOMS
- Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying e.g. phone call, letter or request for interview by staff.

INDIVIDUAL RESPONSIBILITIES

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of our school. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

- Provide a safe, secure and caring environment.
- Promote and sustain good behaviour.
- Listen to all reports of bullying.
- Address each situation in line with procedures.
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents.

Pupils should:

- Report all incidents of bullying (if a child is being bullied or is another pupil is being bullied – TELL SOMEONE)
- Avoid inappropriate behaviour which might be considered as bullying.
- Be respectful and supportive to others.

Parents should:

- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Stress to their children that retaliation is not helpful.
- Contact the school office to arrange an appointment with the child's class teacher to discuss concerns.
- Co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the 'bullies' themselves.

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- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

TEACHING ABOUT BULLYING

This will be delivered and reinforced through various areas of the curriculum; children will be taught to be aware of different forms of bullying and how to develop personal strategies to resist unwanted behaviour. Older children will be encouraged to recognise, discuss and understand the nature of bullying and the harm that can result from it.

RESOURCES FOR THE PREVENTION OF BULLYING

- We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.
 - All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.
 - Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying.
 - Work carried out throughout the year to teach 'Protective Behaviours'.

LINKS WITH OTHER POLICIES

This Anti-Bullying Policy is set in the context of our pastoral provision and support and reflects our school vision and ethos. It links with other policies such as:

- Safeguarding & Child Protection
- Behaviour Curricular Policies
- Special Educational Needs
- Health & Safety

RACE EQUALITY AND EQUAL OPPORTUNITIES

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers carefully plan work so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.

MONITORING

This policy is reviewed by SLT in line with updated relevant legislation.

It is important to remember that staff, pupils and parents all have an active part to play and have a responsibility to ensure an effective implementation and maintenance of this policy.

USEFUL CONTACTS

Childline 0800 1111

NSPCC (FullStop) campaign 0808 800 5000