



# Anti-Bullying Policy

**Written:** December 2011

**Reviewed:** December 2017

**Date of next Review:** December 2020

### **Rationale**

At Rose Green Infant School, we believe that under no circumstances should bullying be tolerated. Whenever the opportunity arises it must be made profoundly clear that we will not accept bullying. Children must be encouraged to tell adults if they are bullied. Staff must be vigilant. Discussion of bullying should be encouraged in response to instances of serious bullying through stories or role-play, and through RE and PSHCE.

This is one of many policies that the school has designed to reflect the overall vision within our school values which are set out below. The school's policies have been formulated after discussion with all of the teaching staff and governors. As we are determined to develop the quality of experiences offered to our children, all policies will be reviewed regularly.

### **Rose Green's Vision Statement**

Working together to learn, achieve and have fun!

### **Rose Green's School Values**

Learning Value: Confident, Independent and Co-operative

Ethos Values: Happy, Caring and Supportive

Community Value: Respectful and Responsible

Curriculum Values: Exciting and Enriching

### **School Ethos**

**The school will:**

- provide a happy, caring and attractive environment where all feel valued and involved in school life to encourage everyone to develop a positive self image and a sense of personal worth
- promote the school as a community where children may develop academically, creatively, socially, morally and spiritually, to encourage children to become responsible and caring individuals
- respect children as individuals with different needs, abilities and aspirations. We strive to ensure that teaching and learning should match the child's abilities, interests and experiences so that his/her understanding, and competence, can flourish
- encourage children to work to the best of their ability in order that they may gain enjoyment and satisfaction from doing tasks well, both along and in co-operation with others, to develop a sense of lifelong learning

## **Success criteria**

- Staff are more vigilant in response to bullying behaviour.
- The majority of pupils feel that the school is trying to reduce and prevent bullying behaviour.
- The majority of pupils feel that incidents of bullying are taken seriously and dealt with quickly.
- The majority of pupils feel that there is generally less bullying in school.
- Pupils feel able to report any incident of bullying to an adult within the school.

## **Definition**

### **What is bullying?**

- Deliberately hurtful behaviour.
- An unkind behaviour which is repeated, often over a period of time.
- Situations where it is difficult for those being bullied to defend themselves.

### **There are three main types of bullying:**

- Physical - hitting, kicking, and taking belongings.
- Verbal - name-calling, insulting, racist remarks, antagonising.
- Indirect - spreading stories about someone, excluding someone from social groups.

### **A working definition for use with children:**

A pupil is being bullied, or picked on, when another pupil or group of pupils repeatedly say nasty things to him or her. It is also bullying when a pupil is repeatedly hit, kicked, threatened, trapped inside a room, sent nasty notes etc...

If two pupils of equal power or strength have an occasional fight or quarrel, this is **NOT** bullying, though is, of course, unacceptable behaviour and will be dealt with appropriately as per our Positive Behaviour Policy.

## **We tackle bullying because:**

- we are an effective, caring school
- bullying makes people unhappy and leads to low self-esteem
- pupils who are being bullied are unlikely to concentrate fully on their schoolwork
- some pupils avoid being bullied by not attending school
- pupils who observe unchallenged bullying behaviour are likely to copy this anti-social behaviour
- we wish to build the self-esteem of all pupils, especially bullies and victims

## **Recognising bullying**

**It is sometimes difficult to distinguish between 'play fighting' and bullying.**

Children in play fights often:

- Are smiling or laughing.
- Make mock blows or kicks which do not connect.

- Play in the open, and are ignored by other pupils.

**Children who are being physically bullied often:**

- Frown or look unhappy, or angry.
- Try to move away from their aggressor.
- If in view of other pupils, may get considerable attention from the bully.

**Supervisors should 'keep an eye' on known bullies. They also need to watch for pupils who seem isolated. We also need to think about why the 'bully' is doing it – is there anything that we can help with?**

**Procedures for dealing with bullying**

- Be positive. Inform the child you are keeping a careful watch of the situation.
- Monitor the child's relationship with other children; the class teacher should inform all teaching and non-teaching staff so that everyone has an awareness of a potential problem.
- If another related incident is reported within the following two weeks, the class teacher or other adult is to notify the Headteacher and/or Deputy Headteacher.
- The Headteacher and/or Deputy Headteacher will talk to the children concerned.
- The class teacher is to set up an incident log to monitor the frequency of complaints.
- If there are repeated incidents, the parents of all parties need to be contacted by the class teacher. The parents should then be told that their child is experiencing some relationship problems and the parents need to be given the opportunity to add any further information. Please be careful not to use emotive language.
- The Headteacher and/or the Deputy Headteacher need to be informed at all stages and can be present if wished by any of the parties involved. If there is another incident the Headteacher and/or Deputy Headteacher will intervene and again talk to the parents and children concerned.
- The situation will be monitored by the class teacher, Headteacher and/or Deputy Headteacher.
- Where necessary we have, and will, call on outside agencies such as the Inclusion Support Team (Behaviour) to support our action.