



ANTI-BULLYING POLICY

Rationale

Everyone at Yeadling Infant and Nursery School has the right to feel welcome, secure and happy, to ensure that all members of the school community are able to achieve to their maximum potential. Bullying of any sort prevents this happening and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Yeadling Infant and Nursery School.

Definitions of Bullying

The Anti-Bullying Alliance defines bullying as 'the repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.'

DfE (2014). Preventing and tackling bullying defines bullying as:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can

result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online

The school works hard with parents and pupils to recognise the distinction between bullying and simply "falling out". We are also committed to ensuring that members of staff do not suffer harassment at work (see Whistle Blowing Policy)

Actions to Tackle Bullying

1. The school will not tolerate bullying of any kind.
2. Everyone connected with the school, in any capacity, will be tolerant of others, regardless of age, size, race, religion, interests, abilities or disabilities.
3. Anyone witnessing bullying should inform a member of staff at once.
4. Everyone connected with the school will be on the lookout for indications of bullying involving children inside or outside the school.
5. Quiet areas are set aside in the playground for those children who do not wish to play games or run around at playtime or lunch time.
6. Members of the staff will always be available to discuss with the children their worries or concerns.
7. Anti-bullying is approached through SEAL, promoting discussions during circle time, as well as in assemblies.

Prevention is better than cure, so at Yeading Infant and Nursery School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the SEAL curriculum and wider PSHE teaching to reinforce the ethos of the school and help pupils to develop strategies to combat bullying type behaviour.

Pupils are encouraged to report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members. Initially, the member of staff must talk to all children involved to ascertain the truth. Following this discussion, the class teacher will need to investigate the incident thoroughly, which may involve discussions with other children and staff members. The class teacher of the victim is responsible for completing a Bullying Incident Report Form, (attached) and will be required to give a copy of the report and the action taken to the Headteacher. In order to ensure effective monitoring of such incidents, and to facilitate co-ordinated action, all proven incidences of bullying must be reported to the Head teacher. The parents of all children involved must be contacted immediately, and meet with the head teacher at the earliest opportunity. If bullying includes abuse then it must be reported to the Headteacher and recorded in the Incident Book.

Upon discovery of an incident of bullying, we will discuss this with the children involved, appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will remain neutral and avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used within the affected group to confront bullying that already exists. This discussion will be recorded in written form.

Victims who are worried about openly discussing an incident when the aggressors are present (eg taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge bullying is wrong, and that staff will support them in overcoming the bully.

The school takes part in Anti-Bullying Week every year, to raise awareness of the issues surrounding bullying, and provide children with skills to be able to tackle bullying if it occurs.

Parental Involvement

The parents of children who have been involved in bullying and their victims will be immediately informed of an incident and the action that has taken place. Parents will be asked to support proposed strategies to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. Persistent bullies will be temporarily excluded from school. A monitoring system may also be used, usually incorporating a reward for achieving desired behaviours, and in line with the Behaviour Policy.

Parents are reminded regularly through letters and newsletters to talk to their children and remind them that they must tell someone if they are being bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer.

Agreed by Chair of Governors

 Date 11/8/24

Policy reviewed May 2024

Review Date: May 2025

YEADING INFANT & NURSERY SCHOOL

BULLYING INCIDENT REPORT FORM

Name of Pupil

Class

Date

Details of Incident

Incident reported to

Action taken

Signed by

Pupil

Class teacher

