



Achieving together in God's light

Anti-bullying Policy

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Last reviewed: September 2018

Next review due: September 2019

Anti-Bullying Policy

Our vision for Limpsfield Church of England School is of a vibrant, high achieving and forward looking community. One of our aims in achieving this is to offer a happy and emotionally secure framework in which our children can flourish in all areas of their development. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility here at Limpsfield C.E .Infant School to prevent this happening. To allow or condone bullying will lead to consideration under safeguarding procedures.

What is bullying?

Bullying may be defined as deliberately hurtful behaviour that is repeated over a period of time, whether or not it is difficult for the person concerned to defend themselves.

Bullying involves dominance of one person by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, cyber-bullying such as sending malicious e-mails or text messages on mobile phones/social networking sites.
- Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong.

Within school we will pay attention to all bullying but be particularly aware of:

- Prejudice related bullying including racial harassment and racist bullying
- Gender related bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.

Signs of bullying

It should be acknowledged that there is a difference between persistent bullying behaviour and a one off "falling out".

Parents/carers may alert staff to a problem and these concerns should always be taken seriously.

Pupils who are being bullied may show changes in behaviour, such as becoming shy or withdrawn, feeling ill or being unusually clingy to adults. In contrast the pupil may become angry, aggressive or appear to overreact. On occasion he/she may display bullying behaviour him/herself. There may be changes in work patterns, not wanting to come to school or increased absence from school.

Bullying can be difficult to detect and the school's teaching and non-teaching staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the policy outlined below.

Responding to bullying

Children should be encouraged to tell an adult in school if they themselves are being bullied, or if they see bullying taking place.

- All reported incidents of bullying will be taken seriously by staff members
- The class teacher will make a note of the situation and ensure that all staff who come into contact with the children involved are aware of procedures to follow.

- If bullying persists a clear account of the incident and of the action taken will be recorded, either by the child's class teacher or by another adult if he/she is more immediately involved in the reporting of the case.
- In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, records of all alleged incidences of bullying should be copied to the Headteacher who will keep a central record. Parents will have the right to see any files held on their children. See Bullying Report Form – Appendix 1. All bullying incidents will be reported to the governing body and to Surrey CC by the Headteacher on an annual basis.
- If the bullying is deemed to be prejudice related then it should also be considered to be a prejudice related incident and copied to the Headteacher for the relevant log. The Headteacher must report such incidents to the governing body and to Surrey CC by an annual return. (See Equality Policy)
- All behavioural concerns are addressed through our Restorative Approaches initiative (see Behaviour Policy for details)

Our approach to pupils who have been bullied is to:

- Encourage all children involved (including the perpetrator) to agree on a solution to the problem and a way forward through a restorative discussion
- Listen to their concerns and discuss the issues with them in a way that is appropriate for their age and level of understanding.
- Alert staff to the potential problem and ask them to be vigilant.
- Use class/group discussion time.
- Talk to all sets of parents/ carers.
- Foster a friendship if needed.
- Talk to him/her in positive ways, stressing the child's strong points.
- Involve the Learning Mentor.
- Reinforce the teaching of assertive behaviour and social skills and also the appropriate responses to these.
- Encourage the pupil to state what they would like to see happen to improve the situation.

Our approach to the perpetrator is to:

- Encourage all children involved (including the perpetrator) to agree on a solution to the problem and a way forward through a restorative discussion.
- Reinforce that it is the behaviour that is unacceptable – but not the child.
- Discover why the pupil became involved (bearing in mind the pupil may have been bullied themselves).
- Remind the child of the possible consequences of bullying – both to the victim and the perpetrator
- Remind the child of the sanctions for repeated incidents, in line with the school behaviour policy.
- Emphasise the desired behaviour that the child should be aiming to achieve.
- Talk to him/her in positive ways, stressing the child's strong points.
- Provide an opportunity to express the child's worries and concerns.
- Involve the Learning Mentor.
- Reinforce the teaching of assertive behaviour and social skills and also the appropriate responses to these.

Discussing bullying incidents with pupils

Children involved in bullying others may feel quite justified in their actions and may be reluctant to admit them, while some children may make false allegations of bullying against a fellow pupil.

If the incident is not too serious, a problem-solving approach may help. The adult should try to remain neutral and deliberately avoid direct, closed questions which might be perceived as accusatory or interrogational in style (restorative conversation).

In all cases 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 from recurring. The adult should aim to help the pupils find their own solution to their personal disagreement and also discuss with them how their proposals will be put into action. The pupils involved may also benefit from spending time, either individually or in a group, with one of our Learning Mentors (restorative conversation).

Parental involvement

If an incident is logged by the Head teacher, the parents/ carers of children involved will be informed and told what action has been taken. They will be encouraged to talk over problems with their children and asked to support strategies proposed to tackle the problem.

Pupils who observe bullying

The majority of pupils in the school may not be involved in bullying behaviour themselves, but they may know what is happening and may even witness it taking place. These children may do nothing because they are afraid, uncomfortable or because they do not know what they should do. Pupils can be encouraged to become active bystanders by:

- Not allowing someone to be deliberately left out of a group
- Not smiling or laughing when someone is being bullied
- Telling a member of staff what is happening
- Encouraging the bullied pupil to join in with their activities or groups
- Telling the bullying pupil to stop what they are doing using strategies taught in school
- Showing the bullying pupil that they disapprove of his or her actions

Prevention

While there are few recorded incidents of bullying at Limpsfield it is necessary to be continually aware of the possibilities and to take a proactive approach to help prevent cases occurring.

Staff on duty in the playground, including lunchtime supervisors should take an active role in monitoring the behaviour in the playground and assessing pupil reaction. E.g. Does the child in the middle of a group of children look happy and at ease or is he/she frowning, looking down or have his/her hands up signalling a "move away" or "STOP" plea? They should also be aware of which children are inside the main building.

Teaching staff and Learning Support Assistants should equally be aware of which children leave the classroom and of the need to monitor pupil behaviour and reaction even during lesson time.

Parents' concerns should be taken seriously. All staff will be alerted to the concerns raised and a note made in the lunchtime supervisors' folder for reference if necessary.

The relationship between discipline and bullying is important and the school's behaviour policy should be followed carefully.

Any incidents causing concern should be reported to the pupil's class teacher

The nature of bullying versus typical disagreement in everyday life will be raised in PSHE, class discussion time, circle times, our planned social skills programme of friendship groups, restorative approaches and talking traffic lights, playground helpers, assemblies etc. to reinforce the ethos of the school and to develop strategies to combat bullying type behaviour. Regular learning walks will take place with a focus on staying safe. The children will be asked if they feel safe and if there are any places where they do not feel safe. All pupils and staff should be clear that bullying behaviour is unacceptable to the school and will not be tolerated.

Bullying of those other than children

We recognise that bullying in school when considered as a work place can also occur. If someone other than a child feels that they are a victim they should always feel that they can speak to the Head teacher, Deputy Head, Chair of the Governors or vice-chair of the governors as they feel most appropriate, and that person will then seek suitable advice. (Please see Ending Bullying and Harassment Policy and Speaking Out Policy)

Appendix; Incident Report Form

Related Policies and documents:

Aims and Ethos Statement

Child Protection and Safeguarding Policy

Equality Policy

Behaviour Policy including Positive Touch Guidance

Ending Bullying and Harassment Policy

Teaching and Learning Policy

Staying Safe – Cross-Curricular Map

Speaking Out Policy

Race Relations Equality Statement

Staff Behaviour Policy

Keeping Children Safe in Education (DfE)
Confidentiality Policy
Inclusion Policy
Complaints Procedures
Health, Safety and Welfare Policy

Bullying Report Form

Name of Pupil

Class/Year Group

Date

Details of Incident/s and any relevant previous history.

Incident reported to;

Action taken

Signed

Name and position