



**HARVINGTON PREP SCHOOL**

**ANTI - BULLYING POLICY**

**(INCLUDING EYFS)**

## **AIMS**

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING and LISTENING school – anyone who knows that bullying is happening is expected to tell the staff. The school aims to develop best practice in the light of what works, (with reference to: DCSF SAFE TO LEARN: EMBEDDING ANTI-BULLYING WORK IN SCHOOLS GUIDANCE).

## **OBJECTIVES**

- All staff, pupils and parents should have an understanding of bullying.
- Bullying will not be tolerated.
- Clear procedures for reporting bullying should be understood and followed.

## **RELATED POLICIES**

Safeguarding Policy

Behaviour Policy

eSafety Policy

PHSCE Policy

Preventing Extremism and Radicalisation Policy

## **WHAT IS BULLYING?**

Bullying is the use of aggression with the intention of hurting another person, and which results in pain and distress to the victim. Bullying can take place between children, between children and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber-bullying methods. In extreme cases, without support and guidance of the individual, bullying may cause psychological damage and may lead to suicide.

Bullying is when over a period of time a person or group of people makes you feel:

- 'badly different', alone, unimportant and/or undervalued
- physically and/or mentally hurt or distressed
- unsafe and/or frightened
- unable to do well and achieve
- unable to see a positive future for yourself.

Bullying can include:

Physical      pushing, kicking, hitting, pinching or any use of violence.

Verbal        name-calling, sarcasm, spreading rumours, teasing.

Emotional    excluding, racial taunts, tormenting (i.e. hiding books, threatening gestures), being unfriendly, graffiti.

Furthermore specific types of bullying and their impacts are:

## **Homophobic/Sexual/Sexist/Transphobic**

Homophobic, sexual, sexist and transphobic bullying have a significant impact upon individuals, whether child or adult. Those experiencing such bullying are more likely to miss school/work; children are less likely to stay in full time education, and are less likely to feel safe, achieve, be healthy and make a positive contribution to their community.

### **Cyber-bullying**

The use of ICT, particularly mobile phones and the internet, deliberately to upset someone else. Bullying is not new, but some features of cyber-bullying are different from other types of bullying: it can take place at any time, intrude into areas previously considered safe/personal and be used to reach a large audience very rapidly, with the perpetrator able to remain anonymous. The person cyber-bullying may never be in the same personal space as their target. It can take place both between peers and across generations; teachers have also been targets, however, some instances of cyber-bullying are known to be unintentional – the result of something sent as a joke may be deeply upsetting or insulting to the recipient.

### **Racist/Racial**

The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status. A racist incident is any incident which is perceived to be racist by the victim or any other person' (DCSF SAFE TO LEARN: EMBEDDING ANTI-BULLYING WORK IN SCHOOLS GUIDANCE). Other groups that may be victims of this form of bullying are Gipsy and Traveller communities, and refugee families and communities.

### **Other specific types of bullying**

These include:

- bullying related to Special Educational Needs (SEN) or disabilities – Children with learning difficulties or communication difficulties may not understand that they are being bullied, or may have difficulty in explaining that they are being bullied (eg people on the autistic spectrum);
- bullying related to appearance or other health conditions;
- bullying of young carers or looked-after children, or otherwise related to home circumstances.
- bullying related to religious beliefs and cultural backgrounds.

## **PROCEDURES AND CONSEQUENCES**

All staff, both teaching and non-teaching, should be made aware of serious situations in order to encourage appropriate behaviour. Most reported incidents happen during outdoor playtime.

Should an incident occur, the following procedures will be followed:

1. Ensure that the person being bullied is safe and calm.
2. Report the bullying incident to staff who should inform the Deputy Head or Head of EYFS,

who may then consult with the Head.

3. A record should be made in the Playground Incident Book, where it will be passed to the Head. In serious cases, a note should be put in the office files of all involved. From time to time these records will be scrutinised in case any patterns of bullying are able to be identified.
4. The unacceptable nature of the behaviour must be made clear to the bully and attempts should be made to change their behaviour.
5. The parents of both parties will be informed of the incident, preferably through face-to-face contact but failing that via the telephone.
6. The bully will offer an apology and other appropriate consequences may take place.
7. Circle time type activities can be used to develop self-esteem and support for both bullies and those being bullied. Related issues are covered in PSHE and other areas of the curriculum. Older classes study current affairs as an adjunct to the Citizenship programme. Assemblies taken by the Senior Leadership Team may also focus on topics related to anti-bullying. On occasions, the subject may also be the focus of class assemblies.
8. If the problem persists, arrangements can be made to monitor those involved at playtime without their knowledge. A written note will be kept on each occasion. Staff meeting/INSET time will be given over to staff training to develop awareness and whole school strategies.
9. Staff will regularly review playground cover and movement of children around the school. Teaching staff duties include lunchtime and breaktime supervision, and staff should be vigilant in patrolling unseen areas, eg playhouses/chalets, and encouraging pupils in safe play activities.

All staff at Harvington are asked to be vigilant and to never turn a blind eye to an incident or consider it too insignificant to follow up. They are asked to always take action when an incident occurs, using the most appropriate of a range of strategies.

## **PREVENTION**

It is Harvington's central ethos that all children feel that they are safe and protected from bullying. We aim to create a safe and inclusive atmosphere which builds a sense of community within the school and that this, in turn, develops and sustains the community which the school serves and supports.

Opportunities to promote anti-bullying occur through a curriculum, which should include planned learning activities, explicit and implicit, which the school will endeavour to promote. It is the responsibility of all curriculum team leaders to take into account anti-bullying and the tackling of prejudice, which may give rise to bullying in their curriculum areas. Specific areas of the curriculum that contribute to anti-bullying work are: PSHCE, English and circle time.

We should help children to prevent bullying. The most effective way of preventing bullying is to create effective learning environments in which:

- the contribution of all children is valued;
- all children can feel secure and are able to contribute appropriately;
- stereotypical views are challenged and children learn to appreciate and view positively

differences in others whether arising from race, culture, gender, sexuality, ability or disability;

- children learn to take responsibility for their actions and behaviours both in school and in the wider community;
- all forms of bullying and harassment are challenged;
- children are supported to develop their social and emotional skills.

(See SAFE TO LEARN: Opportunities to promote anti-bullying messages through the curriculum)

Strategies for tackling bullying may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories, drawing pictures about bullying
- reading stories about bullying in class and assembly
- making role-plays
- having discussions

Our Student Council enables the children and gives them a voice. It fosters a whole team, inclusive ethos, whereby every individual feels they have a valued contribution to make, and consequently the ability to voice this.

#### **QUESTIONS TO ASK PARENTS:**

1. Has anything happened which could explain the bullying?
  - Has there been a change in the family living accommodation?
  - Has there been extra tension in the family lately for any reason?
  - Is there a new person living with the family – even temporarily? Is there a new lodger or house guest?
  - Has there been a birth, death, divorce or other event in the family?
2. What effect is the bullying having on the child or young person?
3. How long have they known about the bullying?
4. Have they talked to their child about his/her concerns and worries?
5. Have they approached the victim's/bully's family? What was the outcome?
6. Has anything like this happened in the past? How was it resolved?
7. Are there other children/young people or adults who are aware of what has happened or who have witnessed incidents who might be able to shed light on the situation?
8. What ideas have the parents for trying to sort out the problem?

#### **SANCTIONS (see Behaviour Policy)**

1. Loss of playtime.

2. Short term withdrawal from social or sporting activities.
3. Meeting with member of Senior Leadership Team.
4. Exclusion from extra curricular activities.

In serious cases, parents will be informed and asked to attend a meeting to discuss the problem. Suspension or exclusion may be considered in some circumstances. Staff will ensure that all educational visits are adequately staffed, with additional adults where there is known to be a pupil issue.

### **ADVICE FOR PARENTS OF CHILDREN WHO ARE BEING BULLIED**

If you are worried about your child:

1. Don't ignore the problem.
2. Encourage your child to talk to you about his/her feelings – tell your child you are always willing to listen. Be aware that small children are easy to lead when questioned. They want to please you and will sometimes give the answers they think you want to hear even if they are not true.
3. Try not to over-react, even if you are furious – it might frighten your child into silence and we want victims to talk, not retreat.
4. Ask your child if he/she has any suggestions about changing the situation.
5. Find out how fearful your child is and make sure that he/she feels protected.
6. Help your child develop a sense of humour and a way of 'throwing off' taunts.
7. Praise your child, tell him/her how much you love and support them.
8. Try to sort out the bullying as quietly and constructively as possible by contacting the class teacher. It will help to sort out what action to take if you can bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
  - Try to give the situation time to change.
  - Be as specific as possible about what your child says has happened; give dates, places and names of other pupils involved.
  - Ask if there's anything you can do to help your child.
  - Stay in touch with the school, it is very important that contact is maintained; let them know if things improve, otherwise, if problems continue
9. Do not approach the bully or the family concerned
10. Encourage your child to develop new interests, which might lead to a supportive group of friends – in school and out of school. Saturday music clubs, church choir, sports activities, local drama groups, dancing/art/computer classes etc. – all of these could improve self confidence and give an opportunity to meet new people.

## **ADVICE FOR PARENTS OF CHILDREN WHO ARE BULLYING**

1. Ask your child if he/she can explain what has happened and why – try not to be too judgemental at this point.
2. Talk with your child and find out if there are ways you can work together to stop his/her behaviour.
3. Explain that the bullying must stop and that the situation could become worse if it doesn't (the possibility that the child might be suspended from school).
4. Explain how frightening the bullying is for the victim and try to encourage empathy.
5. Criticise the bullying behaviour but don't reject your child or label him/her as a 'bully' ('What you did was wrong' instead of 'You are a terrible person' or 'You are a bully').
6. Look for good behaviour from your child and praise it, even if it is something small like closing the door without slamming it or picking up clothes and putting them away.
7. Tell your child you know he/she can change the bullying behaviour – say that you know the child is NOT really a bully. Give your child the confidence to try to change.
8. If possible help your child to develop new interests and /or friends. Work on improving his/her social skills – how to approach people, how to say nice things, how not to react if he/she is angry etc.
9. Try to spend as much time with your child as you can, especially listening to his/her concerns. Sometimes children bully other children as a way of getting attention.
10. Make it clear that you do not accept bullying behaviour and that there will be consequences at home such as no television or loss of privileges if the bullying does not stop.

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| Consultation with the whole school on all aspects of the anti-bullying policy and regular review on a yearly cycle will be undertaken as part of good practice |
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