



Staff member responsible for Anti- Bullying - Alison Whittall  
Reviewed: Spring 2016  
Next Review due: Spring 2019

## **ANTI-BULLYING POLICY**

### **School's Responsibilities**

This Policy is written in line with the school's legal responsibilities to prevent and tackle bullying outlined in The Education Act 2002; Education and Inspections Act 2006; and the Equalities Act 2010.

### **Aims**

The aim of the anti-bullying policy is to ensure that:

- pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and is not tolerated at Hyde Heath Infant School
- staff know how to identify bullying and know what to do should this occur
- we develop within each child the knowledge of how to identify bullying and to know what to do and who to inform should this occur

### **Definition**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

- Online and Cyber Bullying (the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature)

Pupils who are being bullied may show changes in behaviour, such as becoming shy or nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lack of concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

All staff must be alert to the signs of bullying, be vigilant in class and in the playground, and act promptly and firmly to deal with it.

### **Prevention of Bullying**

At Hyde Heath we believe that our approach to behaviour and discipline creates a, co-operative and inclusive environment. We aim to either prevent or to keep bullying to an absolute minimum. We use these teaching approaches which support co-operative behaviour:

- we celebrate our differences by emphasising that everyone is special
- staff lead by example and behave politely and with respect towards adults and children;
- staff plan lessons with clear objectives and success criteria and are well prepared;
- pupils are involved in setting clear rules and standards for behaviour;
- staff use collaborative problem-solving techniques, including for conflict resolution;
- there is an atmosphere of trust and respect;
- staff encourage pupils to discuss their work with each other;
- careful use of humour is made to avoid teasing or offensive remarks;
- clear feedback is given to pupils on their performance;
- parental involvement is actively encouraged in learning and behaviour;
- high levels of supervision are provided in outside areas such as the playground, where bullying is more likely to occur;

- specific techniques are used to avoid congestion of pupils at key times, e.g. staggered entry to school between 8.45am and 9.00am, children coming in from playtimes in single file.
- Zoning the playground and using positive play techniques.

We also have many ongoing activities and expectations which teach children to identify bullying and how to use specific strategies for coping should they feel they have encountered bullying.

We use the SEAL (Social & Emotional Aspects of Literacy) unit "Say No To Bullying", which introduces a common language and teaches children to recognise how bullying is different from conflict. This links with Emotional Literacy, and with assertiveness and confidence building.

Anti-bullying issues are also covered through:

- PSHE and Citizenship - particularly Circle Time
- RE and Assembly themes such as Relationships, Belonging, Caring for Others
- Frequent references to our Whole School Ethos and the Golden Rules
- The Home-School Agreement - given to families on joining the school / seen and signed by parents and children when they first join the school and annually thereafter
- Use of the "Buddy Bench" at playtimes - and Playground Leaders to help the children with playground games.
- Bucks Healthy Schools Initiative
- General Classroom and School Routines and expectations - such as consideration, kindness, sharing, helping, friendships

### **Dealing with a Bullying Incident**

If, in spite of these strategies, bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

The following steps should be taken when dealing with a bullying incident:

- A clear account of the incident will be recorded (using the Report shown at Appendix 1) and given to the head teacher
- The head teacher will interview all concerned, as outlined at Appendix 2.
- Parents will be informed as appropriate
- Punitive measures will be used as appropriate and in consultation with all parties concerned

### *Pupils*

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff or the headteacher
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

Disciplinary Stages as outlined in the Behaviour Policy may be taken.

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

APPENDIX 1

SCHOOL BASED BULLYING INCIDENT REPORT

Date:
Day:
Time:
Place:

Person bullied:
Person(s) who bully:

Type of Incident	Investigated by:
Frequency:	Reported by:
Parents involved:	
What led up to the incident?	
What did the person do?	
What did you do in response?	

What did other person(s) do?

What happened as a result of this?

Date and Time of Review Meeting

Form completed by:

This form should be placed on pupil(s) file(s) and passed to...the headteacher for co-ordination and monitoring.

## APPENDIX 2

### MANAGING INCIDENTS - Steps to Success

#### 1. **Be available**

Break the code of secrecy. Make it known that you are ready to listen. Provide immediate support.

#### 2. **Investigate**

Investigate every incident as soon as possible. Interview all parties individually at first to avoid intimidation and to produce an accurate report.

#### 3. **Record**

Record every incident in a manner which reinforces the school's anti-bullying policy

Ensure the availability of report sheets.

#### 4. **Respond**

Have a pre-agreed procedure for responding, short term at least. The style should be "matter of fact" and relate to the severity of the incident. Remind pupils of school policy... "In this school we do not bully". Long term you may wish to consider the options available re:

- Sanctions
- cost
- reconciliation
- ensuring some response
- reparation
- parent involvement

Ensure teacher response provides positive models of behaviour and avoids aggressive reaction.

#### 5. **Follow-up**

Show that you have a committed position on bullying by following up an incident at a pre-arranged time. This will show pupils that the school supports them and wants to encourage positive behaviour.

*Adapted from "Say No to Bullying"  
Leeds City Council. Positive Behaviour Project.*

Should these strategies prove ineffective, staff will consult County Specialists for support.