

# Chaucer Infant and Nursery School



## Anti- Bullying Policy 2024

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| Signed:                               |  |                       |           |
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# Anti-Bullying Policy

## Schools mission statement.

This policy outlines what Chaucer Infant and Nursery School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, pupils should be able to tell an adult that they trust and feel comfortable with. They should know that all incidents will be dealt with promptly and effectively.

As a school, all members of our family are committed to ensuring bullying does not happen to our learners. This means that anyone who knows of any form of bullying that occurs within our school, is expected to report the incident immediately.

## Objectives of this Policy

- For all governors, teaching and non-teaching staff, pupils and parents to have an understanding of what bullying is. Anti-Bullying information leaflets are available and have been distributed to both parents and children.
- For governors, teaching and non-teaching staff to know what the school policy and procedure is on bullying, and follows it when bullying is reported.
- For all pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- To ensure that as school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- For Bullying not be tolerated in any way.

## Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the antibullying policy.
- Ensure that pupils contribute to the development of the child friendly Anti Bullying Policy through the School Council and Circle Time discussions.
- Involves the School Council by asking them to develop a child friendly version which is displayed on the Pupil Voice Board in our School Community.
- Involves and communicates with Parents/Carers on Anti-Bullying. A Parents/Carers Guide to tackling bullying is also available (some parents checked its suitability before it was made available).
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

## What is Bullying?

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can be:

- Emotional- being unfriendly, hurting someone's feelings by making them feel sad, lonely and left out.
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber Bullying - attacks online or through the use of mobile phones and tablets e.g. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, Snapchat and other chat room.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is required.

### **Why is it Important to Respond to Bullying?**

Our School 'Bear' Values – Belong, Enjoy, Aim High, and Respect - show that we want everyone to feel that they Belong and are treated with Respect. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect.

Pupils who are being a bully need to learn different and appropriate ways of behaving.

### **What strategies do we use to prevent bullying in school?**

We will use a variety of methods and approaches to help educate children about what bullying is, how to prevent bullying and to ensure that children know how to respond to any incidents of bullying that they encounter or see. These include:

- Reminding the children of the rules for acceptable behaviour. School rules are to be discussed and agreed by all children and teachers. They will be clearly displayed around the classrooms and school.
- Signing a behaviour contract or making a class promise at the start of each year.
- Ensuring that all children have a good understanding of what bullying is, and the different types of bullying that can occur, through the curriculum that we provide (PHSE, citizenship, R Time)
- Making sure that the children know and understand that any form of bullying is not tolerated in our school. Everyone is expected to ensure that it does not happen and has the responsibility to tell - it is not telling tales.
- Circle time discussions - Encourage the children to discuss bullying in class. What is it? What can we do? etc.
- All children having access to worry bears in class. They will understand that the worry bears can be used to share their worries and is a method of alerting an adult to them if they are too frightened to tell an adult in person
- Writing stories or poems or drawing pictures about bullying.
- Reading stories about bullying or having them read to them in class or assemblies.
- Making up role-plays.
- Taking part in Anti Bullying Week.

### **How and when are staff trained?**

Staff are trained at least once a year on policies and procedures that should be followed if a bullying incident occurs. This will be alongside their safeguarding training. Staff are kept up to date through staff meetings, of any incidents and informed about any areas of concern.

### **How do we prevent, identify and respond to bullying?**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos

### **How do we deal with Incidents?**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the Head of School and/or designated Key Stage lead (initial investigation into an allegation of bullying form)
- D.Dawley (Head of School), L Nappin (SLT) or C. Cooper (SLT) will interview all concerned and will record the details gathered.
- Teachers will be kept informed.
- If bullying behaviours are confirmed, a 'confirmed bullying report form' will be completed. This will outline the focus of the bullying behaviour, the actions taken and the timescale for monitoring.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted



Responding to alleged or witnessed bullying incidents.



**An incident is reported or witnessed**

An alleged or witnessed incident is reported to a member of staff or by a staff member who witnessed the incident.



**Investigation**

Incident is investigated by the appropriate member of staff to establish the nature, roles and seriousness of the incidents and those involved.

“Initial Investigation into Allegation of Bullying” form should be completed.

**Staff should look for evidence that the behaviour:**

- Has occurred before or is a repeated experience.
- Was deliberately intended to cause harm/distress
- Has created a sense of powerlessness on the part of the individual being targeted.



**Hurtful behaviour has occurred but it was not identified as bullying.**

Further action staff should take:

- Ensure the “Initial Investigation into Allegation of Bullying” form has been completed fully and passed to D. Dawley.
- Provide support to all involved.
- Decide if any sanction needs to be applied in line with the school behaviour policy.
- Inform parents/ carers of pupils

**Evidence of bullying is found.**

Further action D. Dawley / SLT should take:

- Complete “Confirmed Bullying Report” form
- Provide support to the targeted child and the child who has bullied.
- Inform parents/ carers of those involved.
- Decide if any sanction needs to be applied in line with the school behaviour policy.
- Agree action plan and intervention strategies.
- Monitor the impact of the action plan (within 2 weeks)
- Add dates for monitoring.
- Record on MyConcern.

### How do we support pupils?

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

### How do we support adults?

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/head

teacher

- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

### **How do we involve of pupils?**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

### **How do we liaise with parents and carers?**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

### **Who is Responsible for this policy?**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head of School, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Head of School to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school • Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: Ann Harrison - Safeguarding Governor

The named member of staff with lead responsibility for this policy is: Daisy Dawley – Head of School