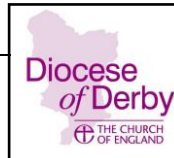




Langley Mill C of E (Controlled) Infant School and Nursery



Anti-Bullying Policy

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

Written / Reviewed by	Date	Approved by GB	Minute Number	Next Review Date
Karen Scrivens	September 2009			September 2010
Claire Jones	September 2010			September 2011
Claire Jones & Debra Dawson	March 2011	12/12/11 GB/2011/61-3		March 2012
Claire Jones, Debra Dawson & the AB committee	October 2012	GB/2013/45		October 2013
Claire Jones, Debra Dawson & the AB committee	October 2013	3/12/13	GB/2013/79	October 2014
Claire Jones, Debra Dawson & the AB committee	November 2014	3/12/14	GB/2014/87	November 2015
Claire Jones, Debra Dawson & the AB committee	November 2015	TLC 12/11/2015	TLC/2015/24	November 2016
Claire Jones, Debra Dawson & the staff	November 2016	30/11/2016	GB/2016/84	November 2017
Claire Jones, Debra Dawson & the staff	November 2017	20/03/2018	GB/2018/18	November 2018

Statement of Intent

This policy is based on DfE guidance "Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies" which was released in March 2014, then updated in July 2017

At Langley Mill C of E (Controlled) Infant School and Nursery we are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere, this is a key element of the schools ongoing School Improvement Plan. Our strong Christian ethos and values at the school mean we are fully committed to a caring and inclusive environment which does not tolerate bullying in any form. Bullying of any kind is unacceptable at our school and is a key principle of this policy. If bullying does occur, all stakeholders should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school; this means that anyone who knows that bullying is happening is expected to tell a member staff or in case of an adult a senior colleague. The school is fully committed to the DCC Anti-Bullying Accreditation Programme, the STOP Award and works proactively within its standards.

This policy was formulated and is reviewed and updated in consultation with all stakeholders, including the Anti-Bullying Committee, which is made up of staff and governors, taking into account any changes in the school environment and legislation. Pupils contribute through class councils and to the Child Friendly Policy which should be read alongside this policy. This will be carried out every year as part of our Anti Bullying Week work or to reflect any changes locally and/or nationally.

Links to other policies

This policy should be read in conjunction with other school policies including: Child Friendly Anti-Bullying Policy, Behaviour Management, SEN, Inclusion, Gifted and Talented, Complaints, Confidentiality, PSHE Education / PSED, Online Safety, Child Protection & Safeguarding, Action plans in School Improvement Plan (where appropriate)

Roles and Responsibilities

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies. The school's Anti-Bullying coordinators are Miss Claire Jones and Mrs Debra Dawson. The Governor with the responsibility for Anti-Bullying is Mrs. Hannah Hewitt. The school also has an Anti Bullying Committee, the members are Miss Claire Jones (AHT), Mrs Debra Dawson (CLS), Mrs Helen Hallam (TA and Senior Midday Supervisor), Mrs. Hannah Hewitt (Non-teaching staff Governor) and uses Class Council ideas and

feedback. They are responsible for the ongoing application and continual improvement of the Anti-Bullying commitment within school, through monitoring and analysis of patterns, reports and other related documentation. All stakeholders are aware that they can speak to any member of staff about bullying concerns or issues and these will be passed on to the relevant member of staff where necessary. Miss Jones and Mrs Dawson are actively involved in ongoing Anti-Bullying training and attend training updates when it becomes available. This training is then cascaded to other members of staff where appropriate and necessary.

Objectives of this Policy:

- All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is;
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported;
- All stakeholders know what the school policy is on bullying and what they should do if bullying arises;
- All stakeholders are aware that they have a responsibility to challenge bullying behaviour in an appropriate way;
- As a school we take bullying seriously. All stakeholders are assured that they will be supported when bullying is reported;
- Bullying will not be allowed or tolerated in any form.

What is Bullying?

As a school we use the government definition of bullying to ensure all stakeholders are clear about what bullying means,

"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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences." **DfE Preventing and tackling bullying 2017**

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 behavior has not been repeated or persistent - if it fulfills the 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 urgently required.

Bullying can be:

- **Relational** - being unfriendly, excluding, tormenting, rumours, cyber methods (e.g. hiding books, threatening gestures, text messages, pictures or video clips, phone calls, chat room bullying, IM, via websites and E-mails);
- **Physical** - pushing, kicking, hitting, punching or any use of violence, damage to belongings;
- **Direct Verbal** - name-calling, sarcasm, spreading rumours and teasing, singling out a person because of any perceived differences.

Forms of bullying:

- **Racial** - related to a persons ethnic origin and background
- **Religious** - related to a persons religious beliefs and/or practices
- **Cultural** - related to a persons heritage and background
- **SEN and/or disabilist** - related to a persons physical and/or mental capabilities and capacity
- **Appearance and/or Health conditions** - related to a persons physical appearance and any medical condition
- **Home circumstances** - related to persons family and home life
- **Sexual orientation** - related to persons sexual preferences and practices
- **Sexist** - related to a persons gender
- **Gender reassignment** - related to a persons gender reassignment
- **Pregnancy and Maternity** - related to a persons pregnancy and maternity
- **Cyber** - using any form of cyber related technology
- **Home based** - related to young carers, looked after children or home related circumstances

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately. The school is aware bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role. School provides a safe place for vulnerable children to access.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We aim to respond promptly and effectively to issues of bullying.

Procedures As appropriate:

(For incidents involving pupils):

- Pupils can report an incident of bullying to any member of staff in school, if they are unable to do this they can report to a parent/carer who will report it to school staff
- Incidents will be recorded, staff will be informed and parents may be contacted (see Appendix for official LA recording system).
- Incidents will be recorded using the LA's formal reporting system if this is necessary (see Flowchart)
- Parents may be asked to come into school to discuss the problem and to agree appropriate actions.
- If necessary the police will be contacted.
- The bullying behaviour or threats of the bullying will be investigated and the behaviour stopped quickly.
- All attempts will be made to help the bully change their behaviour through the restorative approaches used within school (Appendix 5)

(For incidents involving all other stakeholders):

- Incidents will be recorded using the appropriate method
- Incidents will be recorded using the LA's formal reporting system if this is necessary
- If necessary the police will be contacted.
- The bullying behaviour or threats of bullying will be investigated and the behaviour stopped quickly.
- An attempt will be made to help the bully change their behaviour
- Any disciplinary action necessary will be taken

Outcomes

1. Using the schools restorative practices the bully (bullies) will be asked to reflect on their behaviour and change it as well as repairing the harm caused
2. A range of sanctions may be used in line with the school's Behaviour Management Policy.
3. In serious cases, exclusion will be considered.

4. If possible, the pupils/stakeholders will be reconciled.
5. All outcomes will be specifically catered to the stakeholders involved and the type of bullying.
6. After the incident each case will be monitored to ensure repeated bullying does not take place.
7. Anti-Bullying coordinators will monitor and analyse reports and pass relevant information onto class teachers to include in their prevention activities and teaching.

Prevention

All efforts will be made to prevent bullying wherever possible using various strategies including:

- All stakeholders are encouraged to promote the strong Christian values and ethos of the school through the Mission Statement displayed outside
- All stakeholders are encouraged to behaviour in a manner inclusive to all
- All stakeholders continually model desired behaviour
- Peer Mentor training for Year 2 children
- Continual monitoring of the playground 'Hot Spots'
- Use of outside agencies when and where this is appropriate
- Open door policy for parents
- Regular Parent Share days
- Termly events for parents to come into school and join with the children's activities
- Annual parents Anti-Bullying competition
- An Acceptable Use Policy and Online Safety Policy which includes clear statements about all online communications
- Providing staff training
- Monitor and evaluate incidents of bullying to establish any patterns of behavior
- Work with other agencies and the wider community
- Celebrate our successes and achievements

Prevention for pupils

We will use a variety of methods and approaches to help prevent bullying and to help the children to respond to any incidents of bullying they see as either the victim or a bystander

These include:

- Writing rules (for classrooms, dinnertimes, assembly, and playground).
- Specific work throughout the curriculum (PHSE, citizenship, SEAL, philosophy).
- Circle time discussions.
- School Council meetings devoted to the issue.
- Writing stories/poems, drawing pictures, designing posters about bullying.

- Reading stories about bullying or having them read to individuals, classes or the whole school during assembly.
- Making up role plays.
- Frequently having discussions about bullying and why it matters.
- Taking part in an annual 'Anti-bullying week'.
- Adhering strictly to DCC Anti-Bullying Accreditation Programme and using this as a monitoring tool as well as a working document
- Stringent rewards and sanctions in place across school.
- Positive Play and Nurture Group provision to tackle issues of bullying and change behaviors.
- Very structured lunch time arrangements with zones and key activities led by well trained and experienced midday staff to promote key social skills and cooperation.
- Reviewing the Child Friendly Anti Bullying Policy annually
- Being part of restorative practices to deal with conflicts

Appendix 1

Signs and Symptoms for pupils:

A child may indicate by signs or changes in behaviour that he or she is being bullied.

A child:

- Is frightened of walking to and from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts to run away or threatens to self harm
- Cries themselves to sleep at night or has nightmares
- Feels ill in the mornings
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go missing
- Asks for money or starts stealing money
- Has dinner or other monies continually lost
- Has unexplained cuts and bruises
- Comes home starving (lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable answers to any of the above

These signs and behaviors could indicate other problems, but bullying should be considered a possibility.

Appendix 2

LA Bullying incident report form

Appendix 3

LA guidance documents

Appendix 4

Strategies used in school

How we endeavour to keep our school free of bullying



1. Anti-bullying Policy

- We have a policy firmly in place which was written by our designated anti-bullying coordinator in conjunction with all stakeholders. It is reviewed annually and has full approval of the governing body.
- All staff in School are aware of guidelines and procedures within this policy adhere to them at all times.

2. Child-Friendly Anti-bullying Policy

- Children within the School were actively involved in developing our child-friendly AB policy.
- The policy reflects the principles within the main School policy but is written in simple terms appropriate to the age and understanding of our children.
- All children have been made aware of this policy and how it relates to daily School life.

3. Behaviour Policy

- We have a policy firmly in place which was written by the Headteacher, in consultation with all staff and pupils, and outlines acceptable behaviour in school. It is reviewed annually and has been formally accepted by the governing body.
- All staff in School are aware of expectations and guidelines within this policy and must adhere to them at all times.

4. Behaviour Ladders

- Each class has a large, visual behaviour ladder which is linked to our 'Bucket Filling' initiative on display which shows very clearly which children have been following the school rules and expected behaviour codes and which are struggling to conform.
- Stepped, progressive reward and sanctions work alongside these charts.

5. Anti-bullying Commitment

- As a School we have to prove then maintain certain standards and criteria in order to meet requirements of the AB awards which are assessed by an impartial, external assessor.
- We currently hold the necessary standards for our anti-bullying commitment and in many areas exceed the standard requirements.

6. Anti-bullying Audit

- We audit our AB work regularly to identify our strengths and areas for development.
- The audit is updated annually and checked by external assessors as evidence for the AB award.

7. Anti-bullying committee

- This committee consists of teaching staff, non-teaching staff, parents and governors and is led by the anti-bullying coordinator.
- The committee meets when necessary to plan and maintain the Schools commitment to anti-bullying.

8. Anti-bullying Week

- Annually, we hold a focused week to ensure all children in School understand what bullying is and how to deal with it. All lessons, collective worship s, playtimes, etc during this week focus on the theme of anti-bullying and centre around the theme of the year.
- Parents and carers are invited to be involved during anti-bullying week by taking part in activities and competitions with their child that reflect the theme for that year.

- Work from the AB week is displayed in School for the academic year to serve as a reminder to all pupils about what they learned during the focus week

9. The Hive

- We have a specially created room where children are given support in small groups by Higher Level Teaching Assistants who have had specialist training in nurture group activities and academic intervention strategies.
- Targeted interventions delivered in The Hive help ensure that children who need it receive additional support in whatever area of their learning is appropriate.

10. Circle Time, P4C/SEAL, PSHE/ R-Time

- These lessons are held regularly in all classes. They are used to tackle issues related to bullying and reinforce the ideas and concerns.

11. Every Child Matters

- Although no longer a government focus, the ECM agenda remains a huge priority in our School as it is relevant to the catchment area we serve.
- Ofsted recognised our commitment to keeping the children safe and healthy, helping them to make a positive contribution and achieve economic wellbeing enjoy and achieve in our last inspection.

12. Positive ethos

- We pride ourselves on having an open, supportive, caring ethos in school and good relationships are held between all staff and children. Therefore, children feel happy to talk to members of staff about their concerns and know they will be listened to and acted on. This is extended to parents too. Everyone who enters our School comments on this.

13. Collective Worship

- Many whole school and class collective worship sessions focus on being kind, helping each other, forming friendships, looking after each other, having respect and manners, etc.

14. School Vision

- On entry and within all areas of our School you will see our School Vision, Aims and Mission Statement clearly stated. These values firmly assert our views that children need to feel safe, happy and secure at school. This is reaffirmed with all children and staff **every** morning.

15. R Time

- During R Time children work in pairs to complete small tasks/activities that are aimed at developing and improving good manners, empathy, problem solving and co-operative or collaborative working. Children take part in R Time every week in all classes.

16. Peer Mentoring

- Year 2 children participate in activities designed to develop their ability to support their peers. The children develop understanding of how others feel in difficult situations, how they can help and to identify when they need to seek the help of an adult.

17. Children's Learning Supporter

- The CLS works closely with children and parents helping remove barriers to learning ensuring that children arrive at school 'ready to learn'. The CLS assists with a wide range of issues including ensuring that all children feel happy and secure in school. This role offers the flexibility of working with children individually, with parents and children and within all aspects of school life, e.g., on the play-ground, in class or in the dinner hall.

18. Restorative Practice

- All staff use restorative practises to help and support the pupils to create a harmonious learning environment where they are able to self regulate their own behaviour and learning. This approach goes beyond managing behaviours and encourages the children to build a positive community. The school also uses this approach to resolve conflicts and to repair any harm caused.



Appendix 5

Restorative practices used in school

Restorative Approaches used at Langley Mill C of E (Controlled) Infant School and Nursery

Aim:

- We use restorative approaches to create a harmonious learning environment where pupils are supported to self-regulate their own behaviour and learning. Our whole school approach includes:

1. **Developing** emotional literacy, truth telling, accountability, responsibility
2. **Improving** behaviour, attendance, learning environment, teaching
3. **Increasing** empathy, happiness, social and communication skills
4. **Reducing** bullying, exclusions, conflict, need for sanctions

- These restorative practices help us to change behaviour by challenging core beliefs, rather than just simply managing the behaviour.

Our restorative approach is based on these four key features:

Respect – for everyone by listening to other opinions and learning to value them

Responsibility – taking responsibility for your own actions

Repair – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

Re-Integration – working through a structured, supportive process that solves the problem and allows young people to remain in mainstream education whilst also achieving all of the above.

By using these restorative practices we build community and positive relationships so that when conflict does happen pupils and staff have the necessary ability to repair harm above the need for punishment, thus creating an environment where those involved in conflict change their behaviour so do not repeat the harmful behaviours. We have developed and use shared restorative language and the promotion of social and communication skills within our restorative practice.

We use 'Restorative Chat':

- We use 'Restorative Chat' as an integral part of our school culture and it involves:
 1. Asking open questions using restorative language
 2. Using active listening skills
 3. Thinking about body language
 4. Following up solutions agreed on

Restorative language:

- We use the following approaches and language to cater for all conflicts within school and make the 'Restorative Chat' appropriate for all ages of pupils;
 1. Open questions; that require an answer
 2. Fair; ask all parties the same questions giving everyone equal opportunities to speak e.g. what happened? What happened next? What could have done differently?
 3. Respectful; restorative language is respectful to all parties
 4. Non- judgmental questions; we remember not to prejudge the outcome before the conversation is complete
 5. Enquiring; we never assume we know what has happened
 6. Shared vocabulary; facilitate emotional literacy and emotional vocabulary
 7. Restorative scripts; using simple questions to discuss conflicts
 8. Body language; is always non-aggressive and non-confrontational
 9. Tone of voice; is calm, respectful and non-judgemental

Restorative Questions used at Langley Mill C of E (Controlled) Infant School and Nursery

Name _____ Date _____ Teacher/TA _____

1. What happened?

2. What were you thinking when it happened?

3. What have you thought about since then?

4. Who has been affected by what you have done?

5. How do you think they have been affected?

6. What do you think you need to do to make things right?

7. What are you going to do to make things right?

8. Follow up notes:

Appendix 6

Anti Bullying Flowchart

School procedure for bullying incidents

