



Woolston Infant School

Anti-Bullying Policy

Authorised on behalf of the Governing Body:	Andy Steege Chair Governors Date: June 2023	Next policy review due: June 2025
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Anti-Bullying Policy

Rationale:

We acknowledge that bullying occurs in all communities including schools. As a caring community in which there is mutual respect and everyone is valued, we will do all in our power to confront and eradicate the problem. This policy is designed to help pupils, parents, carers, teachers, support staff and governors to deal effectively with the issue of bullying.

Definition of bullying:

Bullying is the deliberate, repeated behaviour by any person or group which harms others who do not have the skills or resources to deal with this behaviour. The person or group doing the bullying is stronger or more powerful than the target of the bullying. Bullying may result in a range of physical, emotional or behavioural changes.

It could include:

- Physically hurting someone;
- Threatening to physically hurt someone, or people or things precious to them;
- Damaging the things that belong to someone else;
- Demanding things or favours through frightening someone or through force;
- Stealing someone's things; humiliating or embarrassing someone deliberately;
- Put-downs, name-calling, insulting or making fun of a person or a person's family, culture or religion;
- Sarcasm or mimicking;
- Inappropriate touching or showing material that you know will be offensive;
- Spreading rumours;
- Excluding someone or leaving someone out;
- Racist, homophobic or sexually offensive remarks and/or behaviour, for example, racist name-calling;
- Graffiti;
- Taking someone's best friend;
- Hiding someone's things;
- Pulling faces, sniggering when a child's work is being handed back, not touching a child's book when handing books out;
- Blackmailing someone;
- Whispering things about them;
- Texting unkind or hurtful things (sometimes anonymously)

Terminology:

The words are used to describe behaviours and roles

Victim of (or child) who is bullied, target of bullying

Witness or bystander

Person doing the bullying/using bullying behaviours (rather than 'bully')



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Procedure for dealing with bullying:

1. A whole school approach to bullying will be adopted. All adults involved with children are empowered to respond to incidents of bullying.
2. All alleged incidents of bullying will be recorded and monitored. **(see Appendix 1)**. This record will be accessible to all authorised staff. This information will be considered part of the transfer documentation between all schools. Parents may ask to see a copy of the transfer information.
3. The **Headteacher** and **DeputyHeadteacher** will have responsibility for monitoring the records. They will note any patterns of behaviour and co-ordinate appropriate action.
4. All staff will be pro-active in using preventative measures. These include:
 - Personal, Social and Health Education programmes
 - Circle Time
 - Out of class supervision
 - Social skills group
 - Focused themed assemblies
 - Buddy scheme
 - SEAL materials
 - Mentors
 - Counselling
 - Support from ELSA/tutor/other named adult or student
 - Enlisting support from parents

This list is not exhaustive and some measures are more applicable to different age groups.

5. Staff will adopt the 'No blame' approach and provide support for all parties.
6. The use of the 'No blame' approach will not prevent the school from applying its behaviour policy up to and including exclusion.
7. Schools will maintain good communication with parents.
8. Outside agencies will be involved when necessary.

Summary:

By embracing the 'whole school' concept we ensure everyone, pupils, parents, carers, teachers, support staff, governors and outside agencies are brought together to develop a culture which openly disapproves of bullying.

All reports of bullying will be taken seriously and investigated fully. Appropriate measures will be taken to reassure and support the target of bullying and modify the behaviour and attitude of the person or group showing bullying behaviours.



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APPENDIX 1:

ABCC Incident Record Sheet									
PUPIL:		DATE:		DAY:		TIME:		LESSON:	
ADULT:				WITNESS:					
Antecedent:									
Behaviour:									
Consequence, including follow up:									
Communicative function – <u>E.g.</u> Fear of failure / problem with peer / responded badly to correction etc.									
Access to tangible	Social attention	Obsessive / Repetitive	Sensory based	Escape / Avoidance	Automatic	Dominance	High Anxiety	Unknown	Other