

John T. Rice Infant and Nursery School

Anti-Bullying Policy



Aims and values at John T Rice Infant and Nursery School

- Joining in and “a have a go attitude”
- Open-minded individuals
- Honest and kind behaviour
- Nurturing, safe environment
- Tolerance and understanding
- Respect for others
- Independent and resourceful children
- Confident and happy learners
- Exciting, imaginative fun experiences
- Interesting and vibrant curriculum
- New opportunities
- Fun-filled day
- Approachable friendly staff
- Never give up attitudes
- Together with parents to nurture children
- Skills, knowledge and understanding to prepare children for a bright future

Our core values:-

1. All children have the right to learn and play in an environment in which they feel safe and secure.
2. All teachers, support staff and lunchtime staff have the right to be treated with respect by pupils and parents/carers.
3. All children will be treated fairly and equally by all staff.
4. All incidents will be dealt with fairly and consistently.
5. All children will be taught the school rules and know how they work. School and class rules will be on display in the classroom or around school in child friendly language.



6. If a serious incident or persistent unacceptable behaviour occurs the parents/carers of the child involved will be informed. In cases of persistent challenging behaviour, pupil support plans will be drawn up by the Head teacher, SENCo, parents/carers and outside agencies. Where it is deemed necessary a child may be given a fixed - term exclusion. Taking into account the age group of our children, the principal reasons for an exclusion would be :-
 - Physical assault against a pupil
 - Physical assault against an adult
 - Verbal abuse/threatening behaviour against a pupil

- Verbal abuse/threatening behaviour against an adult.
 - Bullying
 - Persistent and disruptive behaviour.
7. In responding to an individual child's inappropriate behaviour, staff take into account any learning difficulties, circumstances outside of school and medical conditions.
 8. The Governors' discipline committee will meet annually or whenever necessary to discuss particular incidents and make decisions about fixed or permanent exclusions.

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

This policy is available:

- From the school office
- Online at <http://johntrice.notts.sch.uk/>

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 and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The **Anti- Bullying co-ordinator** in our school is- Mrs C Tinsley

The responsibilities are:-

- * Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- * Implementing the policy and monitoring and assessing its effectiveness in practice
- * Ensuring evaluation takes place and that this informs policy review
- * Managing bullying incidents
- * Managing the reporting and recording of bullying incidents
- * Routinely reviewing bullying incidents & identifying trends and patterns
- * Coordinating strategies for preventing bullying behaviour

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can be cyber bullying, online harm and/or prejudice based. It can happen face-to-face or through cyberspace. <http://www.anti-bullyingalliance.org.uk/about-us.aspx>

At the beginning of each academic year, the children are given an anti-bullying leaflet to take home to share with parents/ carers. The leaflet outlines what bullying is, when an incident is bullying and how the children can report bullying. The leaflet is also available on the school website: <https://www.johntrice.notts.sch.uk/behaviour-and-regulation/>



Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying. At JTR we do not believe there is banter as such and all types of bullying is taken seriously and language is challenged.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

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 hate crime related bullying and cyber bullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:-

- *Physical – pushing, poking, kicking, hitting, biting, pinching etc.*
- *Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.*
- *Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.*
- *Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.*
- *Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion*
- *Indirect - Can include the exploitation of individuals.*

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children/young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership

- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called ‘protected characteristics’.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. **There is no hierarchy of bullying** – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person’s sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- * hacking into someone's accounts/sites
- * Posting prejudice /hate messages
- * Impersonating someone on line
- * Public posting of images
- * Exclusion
- * Threats and manipulation
- * Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

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

Reporting and responding to bullying

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Outline the systems for reporting for

- * children and young people in school including bystanders
- * Parents/carers
- * All staff and visitors

This should include

- * To whom should the concern be reported to?
- * Will the response be consistent?
- * How will it be recorded?
- * Are there confidential ways of reporting?
- * How are people encouraged to report?

Procedures

All reported incidents will be taken seriously and investigated involving all parties. Staff shall be aware of and follows the same procedures.

- * Interviewing all parties
- * Informing parents
- * Implementing appropriate disciplinary sanctions in accordance with the Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- * Responses may vary according to the type of bullying and may involve other agencies where appropriate.
- * Following up, in particular keeping in touch with the person who reported the situation, parents/carers.
- * Use the complaints' procedure for parents/carers who are not satisfied with the school's actions.

- * Having a range of follow- up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders , referral to outside agencies if appropriate
- * Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- * Reporting all bullying incidents to Governors at least once a term in the Headteacher's report and include follow up actions to prevent further incidents.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Headteacher. All incidents of bullying are recorded on CPOMS under the bullying category and followed up robustly by a DSL at school.

Parents/ carers are contacted as soon to the incident as possible and invited into school to discuss the incident and plans to deal with incident.

All children involved in the bullying incident are supported to understand the impact and a plan is created with the children involved to ensure this does not happen again.

If children need further support they may work with the ELSA at school or be referred on to another support system.

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced –related incidents (August 2014) These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottscc.gov.uk

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings (how often?). All reports of bullying will be reviewed in depth and any trends or patterns will be identified and actions related to ensuring triggers will be implemented.

This information will be presented to the governors as part of the annual report.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at John t Rice Infant and Nursery school have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Whole School

- * Involvement in Jigsaw including Anti-bullying unit.
- * Anti-Bullying week annually in November.

- * Specific curriculum input on areas of concern such as cyber bullying and internet safety
- * Student voice, school council
- * Peer mentoring schemes and/or Playground Buddying and other student lead initiatives
- * Assemblies around Anti Bullying
- * Involvement with the local PCSO and police

Reactive programmes for vulnerable groups or groups involved in bullying

- * Restorative Justice
- * Counselling and/or Mediation schemes
- * Small group work

Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

Support for parents/carers

Parent groups

Parent information events/information

Support for all school staff

- * Staff training and development for all staff including those involved in lunchtime and before and after school activities

Links with other policies

Policy	Why
Behaviour policy	Rewards and sanctions, code of conduct
Safeguarding policy	Child protection
E-safety policy	Cyber bullying and E-Safety
Equalities policy	Prejudice related crime (homophobia, race, religion and culture, and SEN/disability)
Confidentiality policy	Reporting and recording
PSHE/ Citizenship policy	Strategies to prevent bullying
Complaints' policy	Guidelines to make a complaint if families are not happy with the schools' response.

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay, bisexual and transgender charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – www.theredcard.org.uk

This policy was reviewed and updated on 1.09.2023

This policy was reviewed and agreed by governors on 13.11.2023 and will be reviewed annually.