

# **Broadmeadow Infant and Nursery School**

## **Anti-bullying policy**

### **Context**

*Bullying is the wilful, conscious desire to hurt, threaten or frighten someone.*

*Bullies can be from all backgrounds, cultures and races, of either sex and of any age.*

Broadmeadow Infant & Nursery School regards bullying as particularly serious and always takes firm action against it. We encourage children to work against bullying in any form and to report any incidents of bullying. We ask that parents/carers always inform the school if they believe/or have suspicions of any acts of bullying.

### **The Nature of Bullying**

Bullying can be physical, verbal or emotional perpetrated by a single person or a group. It is deliberately threatening & intended to cause fear.

Incidents of bullying can include:

- Teasing/name calling, including racial &/or sexual taunts;
- Malicious gossip;
- Deliberately damaging or stealing property;
- Coercion, extortion, ostracisation;
- Violence and assault;
- Intentional pinching/kicking/jostling;
- Intimidation;
- Rude gestures;
- Damaging others' school work and/or equipment
- Cyber bullying

Reason for being a victim may be:

- Ethnicity/sex/religion/social background;
- New child to school;
- Child with family crisis;
- Disability – or difference of any kind;

Reasons for being a bully may be:

- Victim of violence – often bullies are also victims;
- Enjoyment of power/creating fear;
- Copying behaviour seen outside school or on TV.

## **Early Signs of Victim Distress**

The victims of bullying may:

- Appear withdrawn;
- Show a deterioration in their work;
- Suffer spurious illness;
- Become isolated;
- Desire to remain with adults;
- Have erratic attendance;
- Show general unhappiness/anxiety/fear;
- Arrive late;
- Start bed-wetting;

Although all the above can have other causes.

## **Framework for Anti-Bullying**

In order to positively encourage caring and discourage bullying we will:

- Promote a caring and nurturing ethos in our school and amongst our children i.e. by staff example, especially in dealing with difficult situations, by giving responsibility to pupils for each other e.g. reading buddies etc.;
- Work for a caring, co-operative ethos e.g. by example through staff behaviour towards each other and our pupils, by listening to the concerns of any child, by appropriately grouping children to encourage unanimity, by encouraging the children to show their disapproval of bullying behaviour;
- Never ignore or dismiss an incident of bullying – always showing that bullying is never acceptable;
- Ensure the cohesive implementation of our behaviour policy & reinforcement of school rules;
- Through collective worship and class lessons discuss friendship, respect, coping with conflict, what causes people to bully, how together we can stop bullying etc.;
- Ensure adequate supervision in the playground, corridors etc.;
- Regularly remind children that if they are worried about any situation they may speak to any member of staff they feel comfortable with, or nominate a friend or 'buddy' to speak for them;
- Encourage pupils to not stand by, laugh or smile when someone is bullied & remind them that they must always tell of any concerns or incidents immediately, as delay makes investigating any problems more difficult.
- Run a lunchtime 'Nurture' club at lunch to support children with SEMH (Social, Emotional and Mental Health) needs.

It is important that staff/parents/carers recognise the difference between bullying / bossiness and bullying / boisterous behaviour.

**Bossiness:** children tend to boss whoever is around at the time and want to organise everyone not frighten them. As pupils mature and learn social skills they discover how to organise without being 'bossy'.

**Bullying:** often focused on younger, smaller and timid children, increasingly relying on threat and force. This could include There is a wilful, conscious desire to hurt, threaten and frighten.

**Boisterous Behaviour:** More natural, but not well-controlled behaviour. No vindictive traits, but high spirits. Often overly physical with friends without realising the potential harm they may cause.

**Bullying:** Deliberately spoiling other children's' activities by showing violence and hostility. Rough, intimidating behaviour.

These behaviours should all be discouraged, but handled differently. The pupils displaying boisterous/bossy behaviours should be stopped and asked to think of the consequences for themselves and others. It does not need reporting to the Head Teacher unless the behaviours continue or create other concerns.

Pupils displaying bullying behaviours should be reported to the Head Teacher. Notes should be taken about the instances and then formally reported in the school's Incident Book (DHT's office).

Both the bully and the victim should be dealt with sensitively, with a tactful investigation into why these occurrences have taken place. It is important to try to ensure the bullying behaviour does not continue and that the victim feels safe in school. The situation should be regularly monitored. Both bully & victim should be guided & supported – the bully in not repeating the action, the victim in methods of avoiding such situations e.g. being more assertive, telling immediately of any likely problems etc.

The perpetrator should be given every chance to try to explain their behaviour and how they felt at the time. They should be advised and the consequences of their actions explained to them – bullying the bully will exacerbate the problem. If the victim is willing they should be encouraged to express their feelings in the bully's presence to show the bully how wrong their actions were, with both agreeing on how they can both make the situation better. The use of peer group pressure and approbation and disapproval alongside this can make the bully more aware of the consequences. Giving the bully responsibility when appropriate & agreeing with them how the situation can be improved has been shown to often turn the bully from an aggressor into a protective role.

### **The Involvement of Parents/Carers**

The Head Teacher will use her professional judgement as to whether to inform parents/carers, but in the majority of cases parents/carers will be involved in all but the most minor incidents

Parents/carers will be asked to support the school in dealing with any cases of bullying or suspected bullying by reinforcing the messages of treating others with respect and kindness. School cannot in any way support comments such as:

- He/she must have done something to deserve it;
- Go and hit him/her back;
- Don't tell tales (if it proves to be a consistent complaint);

Also, parents/carers must always allow the school to deal with any incidents that happen in school. The children implicated should never be 'dealt with' by the parents/carers involved. If parents/carers are dissatisfied with the handling of the situation they should first approach the Head Teacher. If this does not resolve their disquiet they should approach a member of the Governing Body or the LEA.

### **Further Action**

If there is a particularly serious incident of bullying or prolonged episodes of bullying, despite the above strategies, further action will be taken i.e.

- Implementation of Behaviour Support Plans
- Possibility of temporary or permanent exclusion;
- Reports to and involvement of Governors and the LEA exclusions team;
- Involvement of the LEA's Behaviour Support Service;
- Involvement of the Educational Psychology Service;
- When appropriate involvement of Social Services.

### **INSET**

Staff will have the opportunities to attend relevant INSET and discuss the issue of bullying in staff meetings.

*N.B. any incidents of bullying or harassment against school staff should be immediately reported to the Head Teacher. If the alleged incidents involve the Head Teacher then the Chair of Governors or School Adviser should be approached for advice.*

Reviewed: Spring 2023

Signed (Chair of Governors) \_\_\_\_\_