

ROTHWELL VICTORIA PRIMARY LEARNING PARTNERSHIP

BEHAVIOUR AND ANTI BULLYING POLICY January 2014 RVIS

Every Child Matters

Enjoy and
Achieve

Make a
Positive
Contribution



Be Safe

Be Healthy

Achieve
Economic
Wellbeing

Rothwell Victoria Infant School



CARE SHARE
HELP SMILE



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Vision Statement

At Rothwell Victoria Infant School we have high expectations of behaviour from all members of the school community.

We believe that Rothwell Victoria Infant School is a special place where learning is valued and enjoyed, laughter is heard, friendships are made and the children are happy, safe and valued. We recognise that we have a crucial part to play in promoting the well-being of all our children. Indeed the 'wellbeing' of everyone in our community is very important to us. We have high expectations of ourselves and of our pupils. We are committed to providing **all** our children with every opportunity to achieve the highest of standards.

We are an **inclusive school**. We work in partnership with parents/ main carers to encourage our pupils to develop a healthy life style, to discover new interests and to develop a keenness and joy for learning. Our aim is that every child in the school should achieve personal success.

We offer a welcoming environment with a strong level of parent and community involvement. We ensure that our children are provided with a well-resourced and stimulating learning environment. We provide a broad and balanced and suitably challenging and differentiated curriculum that supports our work to educate the whole child. This includes a variety of extracurricular experiences. Working hard and behaving well are both expected and valued by everyone in the school, parents/carers and the community.

We aspire for **all** our children to become confident, secure, self-motivated and independent members of the school and the local community. We expect our children to care, be respectful and responsible for themselves, others, their environment and the community. We recognise that it is important to have time and space for reflection and the opportunity to share our thinking.

Mission Statement

CARE SHARE HELP SMILE

This policy is written with reference to the School's Single Equality Scheme.

Philosophy

We believe it is important:

- ❖ To promote a caring and supportive environment
- ❖ To encourage good behaviour across the whole school through positive reinforcement
- ❖ That rewards should be for all children
- ❖ That there is a balanced combination of rewards and sanctions
- ❖ To show mutual respect, acknowledge individual's rights and the responsibilities that go with them
- ❖ That individuals have the right to be listened to and have responsibility to listen to others
- ❖ That everyone has the right to feel safe and secure and the responsibility to look after the safety and security of others
- ❖ That everyone has the right to learn and the responsibility to allow others to do so
- ❖ That everyone is treated with consideration and courtesy
- ❖ To take pride in our school
- ❖ That allowances be made for children with special circumstances and statements of educational need as necessary

School Ethos

As adults we will aim to:

- ❖ create a positive climate with high expectations;
- ❖ emphasise the importance of being valued as an individual within the group;
- ❖ promote positive values, by example
- ❖ provide a caring and effective learning environment;
- ❖ encourage relationships based on kindness, respect and understanding of the needs of others;
- ❖ ensure fair treatment for all regardless of age, gender, race, ability and disability;
- ❖ Show appreciation of the efforts and value the contribution of all.

Beliefs About Behaviour

- ❖ We believe in the need to foster in children, a responsibility for their own behaviour. We need parents to support us in these aims.
- ❖ That it is important to establish good behaviour from early on, including attending school on a regular basis and arriving on time
- ❖ That early intervention is important; prompt intervention is essential for poor behaviour and or attendance
- ❖ That underlying causes for poor behaviour should be considered, e.g. the arrival of a new baby at home, uncertainty surrounding expectations, medication, illness, attention seeking, and SEN etc.
- ❖ It is important to involve/work with others as appropriate, e.g. Educational Psychologist and other outside agencies.
- ❖ Good relationships between children and staff encourages mutual respect and this promotes good behaviour.
- ❖ We work together as a team and support one another in a 'common' positive approach to the way good behaviour is promoted.
- ❖ We believe that children need to develop a caring attitude towards everyone.
- ❖ That family support services, parenting classes and courses may help parents support their children

Within our school we seek to promote the 22 values outlined within the Values Education Programme

We will not tolerate bullying, cheating, irresponsibility and dishonesty.

Promoting Positive Behaviour in School

Rewards systems used in school to support positive behaviour include:

- ❖ In the main school we will use a traffic light approach
- ❖ All children's names are placed on green for good.
- ❖ On warning the green card is replaced by a yellow card the child is reminded that they have been asked to think about their behaviour and not repeat any inappropriate behaviour
- ❖ On the third warning the card is replaced by a red one and the child is asked to sit in the thinking area with a sand timer as appropriate
- ❖ If the third warning does not result in an improvement in behaviour the child will be asked to go to the Year Leader or another teacher within the year group
- ❖ If this is not effective then the child will be sent to the Executive Headteacher/ Deputy Headteacher

Other reward systems include:

- ❖ Use of house points

- ❖ Use of certificates
- ❖ Use of stickers and stamps
- ❖ Marbles in a jar

Rules and expectations should be:-

- Clear and consistent to all concerned
- Reinforced by everyone within school
- discussed with everyone and reviewed regularly

The rules should be made available to all involved in the life of our school, including staff, governors, parents, students, pupils and the wider community.

All adults are responsible for reminding children about, and discussing rules regularly and when needs arise.

Classroom Management

We believe:

- ❖ Classroom management and teaching methods have an important influence on children's behaviour.
- ❖ The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.
- ❖ Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.
- ❖ It is important for classrooms to be organised to develop independence and personal initiative, with progression throughout the year and from year to year
- ❖ That furniture should be arranged to provide an environment conducive to on-task behaviour.
- ❖ Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- ❖ Displays should help develop self-esteem through demonstrating the value of every individual's contribution, will be attractive and stimulating
- ❖ The classroom should provide a welcoming environment.
Teaching methods should encourage enthusiasm and active participation for all.
- ❖ Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
- ❖ Praise should be used to encourage good behaviour as well as good work.

Sanctions

Although we believe that rewards are central to the encouragement of good behaviour, we recognise that sometimes there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

We will make it clear when and why any sanctions are applied. It must be made clear what changes in behaviour are required to avoid future punishment.

Group punishment will be avoided as it is unfair and can breed resentment. There will be a clear distinction between minor and major offences. It should be the behaviour rather than the person that is punished. Sanctions range from expressions of disapproval, through withdrawal of privileges, to sitting in the 'thinking area', to referral to the Year Leader, Executive Headteacher/ Deputy Headteacher, letters to parents and, ultimately and in the last resort, exclusion.

Parents will also receive a phone call explaining what happened leading to the decision to exclude.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

In all cases and particularly where anti-social, disruptive or aggressive behaviour is frequent, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from outside agencies and or the Educational Psychologist may be necessary. This possibility should be discussed with the Executive Headteacher/ Deputy Headteacher.

In the Early Years Foundation Stage (EYFS) a positive approach to behaviour is followed through role modelling and circle time. We deal with incidents as they occur, using immediate and short sanctions to help the children understand what they have done wrong. We like to “catch the children being good”, which reinforces good behaviour and serves as a reminder to others. If one child has hurt another we give our full attention to the child who has been hurt and talk about how they are feeling, to stress the impact the behaviour has on others.

Playground

All children will walk to and from the playground in an orderly fashion, with no overtaking.

- ❖ The quiet area is for walking and or sitting
- ❖ Any running should take place on the main playground or field
- ❖ When the field is made available for play the play area will be coned off
- ❖ ‘Huff and Puff’ play equipment will be made available in a coned off area for timetabled groups under adult supervision
- ❖ Staff will ensure they monitor the whole playground and position themselves at intervals to cover the whole area
- ❖ At the end of playtime the bell will be rung once to stand still and rung again to walk to their line (in classes)

Stealing

Stealing is unacceptable behaviour. In young children this is often a symptom of immaturity. A one-off incident would receive a caution and an explanation as to why it is wrong. The child would be asked to return the object. Parents will be informed if considered appropriate.

School Phobia

This can be connected with bullying and should be investigated in that context as well as other reasons explored. Teachers should identify if there is a pattern of absence attached to a child. Careful questions are then asked of the parent.

Communication and parental partnership

- ❖ We give high priority to clear communication within the school and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour.
- ❖ Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.
- ❖ A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.
- ❖ The school will communicate policy and expectations to parents.

Helping at Home

- ❖ Show your child that you support us in our school aims.
- ❖ Take an active interest in your children's behaviour and work by focusing on their potential for learning environment as a whole.
- ❖ Continue to support the school by acting as a role model when dealing with adults.

Special Educational Needs

Children who have additional needs may require their behaviour managed in a different way. When this is the case a meeting would be held with the Special Educational Needs Co-ordinator, the class teacher and the parents and an individual behaviour plan drawn up to meet their individual needs.

Training and Restraint

Staff attend Team Teach training, a one day course in Positive Behaviour Management and Positive Handling, where appropriate. If restraint is required to manage a child's behaviour only staff who have current Team Teach validation will carry out the restraint. Team Teach training for staff is provided by Behaviour Works Ltd.

Exclusion Policy

We seek to avoid exclusions and they are extremely rare. **Exclusion is only enforced for very serious incidents or when other strategies have been tried and have failed over time.** In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. Parents will be kept informed and involved in a programme aimed at improving behaviour. The Executive Headteacher/ Deputy Headteacher and staff will identify pupils whose behaviour puts them at risk of exclusion. We will put in place a programme of action to improve the behaviour. Where appropriate we will seek additional advice, involving outside agencies as appropriate and possibly securing alternative arrangements such as small group teaching to address the inappropriate behaviour which could lead to exclusion.

Fixed term and permanent exclusions are only used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Bullying
- Frequent high level disruption
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to adults

Fixed Term Exclusions

Each individual situation will be investigated according to need. The Executive Headteacher/ Deputy Headteacher will gather evidence and seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. A decision to exclude a pupil for a fixed period will be taken on a balance of probabilities, only in response to breaches of our behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions. Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1 – 3 days are often long enough to secure the benefits of exclusion without adverse educational consequences.

Advice to Parents

The Executive Headteacher/ Deputy Headteacher and the staff of the school should use the period of exclusion to plan for the successful reintegration of your child. It would be sensible for you to discuss with the Executive Headteacher/ Deputy Headteacher what you can do to help.

The school will hold a reintegration meeting, usually at the start of the first day back after exclusion, which you should make every effort to attend and join in. A parent's failure to attend a reintegration meeting will be one factor taken into account by a magistrates' court when deciding whether to impose a parenting order, if at any future date a parenting order has been applied for by the school or local authority. However, the Executive Headteacher/ Deputy Headteacher must allow your child to start back at school once the exclusion has finished even if you are unable or do not want to attend the meeting.

What happens during the exclusion

During the exclusion, school staff must still set and mark work for the first five days. The Headteacher will explain the arrangements for collecting it and handing it in. If the fixed period exclusion is for more than 5 days, the school must make arrangements for the pupil's full time education from the 6th day onwards.

If your child has been permanently excluded, the school is still responsible for setting and marking work for the first five days. The LA has responsibility for providing full time education from the 6th day

What are my entitlements as a parent/carer? Can I appeal against my child's exclusion?

There are a number of steps which the school has to take and procedures which must be followed

- The parent/carer must be informed immediately, ideally by telephone.
- Within one day, the Executive Headteacher/ Deputy Headteacher must inform you by letter that your child has been excluded, the type of exclusion and the reasons for it. The letter should also state the date that your child can return to school and the time of the reintegration meeting
- The Executive Headteacher/ Deputy Headteacher must notify the Discipline Committee set up by the governing body, of your child's exclusion for any fixed period exclusion over 5 days.
- The Executive Head teacher's letter tells you that you have the right to make representations to the Chair of the Discipline Committee about the decision to exclude your child.
- If you wish to state your case to the Discipline Committee, the Clerk to the Committee has the discretion to arrange a meeting for fixed period exclusions up to 5 days and you may be invited to attend.
- If the exclusion is for any length of time between 1 and 15 days and you wish to make representations to the Discipline Committee, the Clerk must call a meeting

- For fixed period exclusions of between 5 and 15 days and if you wish to make a representation to the Discipline Committee, the Clerk must call a meeting between the 6th and 50th school day after the exclusion started
- You are entitled to receive a copy of any report which is provided to the Discipline Committee at its meeting to consider the exclusion
- A permanent exclusion will be reported to the LA.
- You have the right to have any letters, documents or reports translated into your mother-tongue.

Permanent Exclusion

A decision to exclude a child permanently is a **serious** one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be called as a last resort.

Special Educational Needs (SEN)

Statutory guidance on identifying, assessing and making provision for pupils with SEN, including those with behavioural, social and emotional needs is given in the SEN code of Practice. Schools must have regard to this guidance. School governing bodies have a statutory duty to do their best to ensure that the necessary provision is made for any pupil who has SEN. Early intervention, accurate assessment and the arrangement of appropriate provision usually leads to better outcomes.

Other than in the most exceptional circumstances we will avoid permanently excluding pupils with statements. We will also make every effort to avoid excluding pupils who are being supported at School Action or School Action Plus. We will try every practicable means to maintain the pupil in school, including seeking professional advice and where appropriate asking the LA to consider carrying out a statutory assessment. For a pupil with a statement we will liaise with the LA to consider holding an interim review of the statement.

We recognize that we have a legal duty under The Equality Duty 2011 not to discriminate against disabled pupils by excluding them from school because of behaviour related to their disability.

We accept that it is the behaviour that is the problem and not the child.

The governors will consider exclusions but will only meet specially when:

- the exclusion is for more than 15 days in length;
- if the pupil has exclusions accumulating to more than 15 days in one term;
- if the exclusion is under 15 days and, the parents make representation.

The governors will decide whether or not to uphold the Executive Head teacher's decision. Parents (and the pupil, where appropriate) have a right to attend and be heard at such a meeting, or submit written representations.

Behaviour Management at Lunchtimes

Each class in Reception and Key Stage 1 has a named Lunchtime Supervisor. They arrive at their classroom at 12.00pm. Class teachers discuss any issues with them regarding the behaviour of children in their class on a daily basis. The children's behaviour during lunchtime is managed in a positive way, reminding the children of what they should be doing and referring

to the whole school rules. The children are brought back to their classroom by their named lunchtime supervisor at the end of lunchtime and their behaviour over the lunchtime is shared with the class teacher. Significant incidents may be recorded in the dinner supervisors black book.

Eating Lunch

The children are encouraged to eat their lunch in a quiet and orderly manner. Quiet chatting to their friends during this time is encouraged as this is a social occasion for the children. The children are reminded to only talk when their mouths are empty and to use good manners.

In the Playground

Children are closely supervised at all times when they are on the playground. Good behaviour is noted, praised and shared with the class teachers at the end of lunchtime. When children's behaviour is inappropriate the following system is used:

- 1) **Reminder** - Remind the children of the behaviour you would like to see.
- 2) **Time out** – If the child's behaviour hasn't improved following being reminded then they walk around with that adult for 5 minutes. Their behaviour is then discussed again and they can join their friends.
- 3) **Taken in** – If the child's behaviour still hasn't improved then they will be taken to the Executive Headteacher/ Deputy Headteacher or a member of the Senior Leadership Team.

In the case of a child physically hurting another child they will go straight to number 3 and be taken straight in.

Anti-Bullying Policy

Statement of Intent

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. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils 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 the staff.

Bullying will not be tolerated at Rothwell Victoria Infant School

Development of this policy

Staff, Governors, Parent representatives and the Schools Council were involved in the on-going development of this policy

What is Bullying?

There are many definitions of bullying, but we consider it to be:

“Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms.” OFSTED- 2003

Bullying is when people are mean to someone, threaten, frighten or hurt them on purpose, usually more than once. It may be over a short or a long time. The person who is bullied cannot defend themselves.

Bullying is a behaviour that involves systematic abuse of power. **Bullying in school is not confined to children. Adults can also display bullying behaviour towards each other and children.**

The primary strategy SEAL (Social, emotional aspects of learning) indicate that there are three characteristics of bullying:

1. Bullying is ongoing. It is not the same as a conflict between two individuals or a random unprovoked aggressive act.
2. Bullying is deliberate and often premeditated.
3. Bullying is unequal : it involves a power imbalance (this can result from size, number, higher status or as a result of having access to limited resources).

Children and adults may experience the bullying listed below:

- ❖ Cultural by showing a lack of respect for other cultures
- ❖ Cyber mobile threats by text messaging and calls; all areas of internet such as email and chat room misuse; misuse of associated technology e.g. camera and video facilities (see further notes below)
- ❖ Emotional by excluding, tormenting, ganging up or taunting someone due to educational need, physical disability or health
- ❖ Homophobic any hostile or offensive action against lesbians, gay males or bisexuals, or those perceived to be lesbian, gay or bi-sexual
- ❖ Physical any use of violence
- ❖ Racist racial taunts, graffiti, gestures
- ❖ Religious by showing a lack of respect for religious beliefs
- ❖ Sexist because of or focussing on issues of gender
- ❖ Sexual unwanted physical contact or abusive comments
- ❖ Special needs name-calling, excluding, tormenting related to special educational needs or perceived needs

- ❖ Verbal name-calling, sarcasm, teasing, spreading rumours

The types of bullying which young children may experience are:

- ❖ Physical - hitting, kicking, pinching, punching, taking belongings
- ❖ Verbal - name-calling, insulting, making offensive remarks
- ❖ Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, being a bystander
- ❖ Damage to Property or Theft - Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.

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**”. In cyber bullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate or taking part in online polls or discussion groups.

- ❖ Cyber - sending nasty or threatening texts, emails by phone, picture/video clip, internet chat rooms or websites

Cyber bullying can be defined as the use of ‘*Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.*’
Cyberbullying Safe to Learn: Embedding anti-bullying work in schools DCSF 2007

Cyber bullying differs from other forms of bullying in that it can take place at any time and can invade previously safe places such as the home. The audience can be very large and reached very quickly. The perpetrator of cyberbullying may never be in the same physical space as their target and may attempt to remain anonymous. Some incidents of cyber bullying are quite unintentional as pictures or texts can be sent as a joke without the sender truly understanding the impact of their actions or the speed at which the information can be shared outside the friendship group. Many cyberbullying incidents can themselves act as evidence and it is important that in all settings where there are children, young people and technology, all adults know how to minimise and deal with incidents.

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 know we have a responsibility to respond promptly and effectively to issues of bullying.
- ❖ Any suggestion that bullying is taking place will be investigated and taken seriously.
- ❖ So that pupils know that staff will deal with any incidents of bullying and things will not be made worse if bullying is reported

Aims

- ❖ We actively seek to provide an environment where all members of the school community; pupils, parents, staff and governors feel happy and secure in order that all pupils achieve their full potential.

Objectives

- ❖ For all the school community; pupils, parents, staff and governors to understand what is meant by ‘bullying’.
- ❖ For every member of the school community to be responsible for reporting and addressing bullying.
- ❖ To provide a secure environment where members of the community are encouraged not to ‘suffer in silence’.
- ❖ To outline strategies for all members of the school community to combat all forms of bullying.

- ❖ To provide clear procedures for reporting bullying and for them to be understood and followed by everyone.
- ❖ To protect every member of our school community from bullying: pupils, parents, staff and governors.

Whole School Strategies

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

- ❖ Children will be reminded regularly that all forms of bullying are unacceptable and will not be tolerated.
- ❖ Golden rules will be discussed and agreed with the children and displayed in age appropriate ways
- ❖ Circle time
- ❖ Assemblies
- ❖ Age appropriate activities about bullying e.g. drawing, writing, stories, using puppets, role play
- ❖ Monitoring of toilets at playtimes and start/end of the school day
- ❖ Monitoring of cloakrooms at start/end of the school day
- ❖ Monitoring of playground by staff on duty - walk around, keeping 'an eye' on certain areas, especially those out of sight, e.g. in the bushes
- ❖ Monitoring behaviour at playtime, around school and in class
- ❖ Where appropriate specifically designed sessions related to self-esteem or protective behaviours.
- ❖ Schools council meetings, e.g. to develop an anti-bullying leaflet
- ❖ Lunchtime supervisors will be trained in positive play techniques to help children who would like to join in with activities, but lack the skills or confidence.
- ❖ The Deputy Headteacher will hold regular meetings with the Lunchtime Supervisors to cover procedures and ensure they are being adhered to.
- ❖ Lunchtime Supervisors have their Supervision Report books to record incidents which are shared with the Executive Headteacher/ Deputy Headteacher as necessary.

Pupils should never be left unsupervised in classrooms or shared areas

- ❖ Opportunities are provided for open discussion without fear of ridicule or retribution.
- ❖ Children will know that all adults in school will listen and take their concerns seriously.
- ❖ Contact details of outside agencies such as Child Line will be made available to the children
- ❖ The buddying and peer support systems, as part of a whole school approach, will enable pupils to cope with bullying. While not preventing bullying, peer support reduces the number of children who stay silent.
- ❖ Through Peer Mediation pupils learn to solve disputes by identifying the problem and finding a solution.
- ❖ Counselling will be made available to individual or small groups of children, following programmes relating to specific behaviour patterns e.g. anger management, conflict resolution.
- ❖ Through assemblies and role-play pupils will be taught how to behave if they are bullied or if they are a bystander.
- ❖ All staff will have regular training in good practice.
- ❖ All members of the community should be made aware of the signs that may indicate that a pupil is being bullied.
- ❖ All members of staff will be vigilant in class, corridors, toilets and playgrounds.
- ❖ Children will be taught how to avoid and respond to bullying using text, e-mail, mail or web-sites.

What staff should do....

- ❖ Listen to the victim, bully and any other pupils with information – **log facts**, not opinion

- ❖ Meet with the Year Leader to discuss next steps. Other staff may also be involved, depending on their knowledge of the children
 - ❖ Make sure that the Executive Headteacher/ Deputy Headteacher is aware of any incidents
- The next steps will usually be to:*
- ❖ Meet separately with the victim and bully
 - ❖ Reassure the victim that s/he is safe; explain that bullying will not be tolerated.
 - ❖ Explain that all relevant staff will be made aware of the situation and will be monitoring it.
 - ❖ Meet with the parents of the victim/bully and explain all your actions. Arrange another meeting to review the situation
 - ❖ Check regularly with the victim
 - ❖ Meet with a group of friends of the victim and encourage them to report any incident.
 - ❖ Meet with the peer group of the victim and bully. This should be led by a senior member of staff and the class teacher

Procedures and Outcomes When Bullying Occurs

It is the responsibility of all staff and all children to report bullying.

Children are taught to tell someone as soon as they feel they are being bullied. Children are taught about how to deal with bullying as part of assemblies and PSHE work.

Incidents of bullying, either seen by staff or reported to them, will be dealt with in accordance with the behaviour policy. With particular respect to bullying the following procedures apply:

1. All incidents of bullying must be reported to the Executive Headteacher/ Deputy Headteacher who will follow up the report by talking to the victim, the bully and any witnesses.
2. Wherever possible the parties will be reconciled.
3. Support will be offered to the victim though interventions such as buddying or peer support.
4. Records will be kept outlining incidents of bullying and how they have been dealt with. The Executive Headteacher/ Deputy Headteacher is responsible for recording incidents and analysing patterns of bullying. Staff will be informed of incidents of bullying.
5. The bullying behaviour or threats of bullying will be investigated and stopped immediately. The Executive Headteacher/ Deputy Headteacher will talk to parents of the bully and the victim.
6. The bully/bullies will be asked to genuinely apologise.
7. Incidents of persistent bullying may be recorded in the child's yellow folder
8. If the problem persists, as in line with the behaviour policy, the bully may be excluded from school for a fixed term or even permanently.
9. By the use of a range of strategies the bully/bullies will be helped to change their behaviour.
10. In the case of bullying behaviour towards another adult, the chair of the governing body will be informed.
11. Advice will be sought as to the best way to rectify bullying between adult parties.
12. After an incident has been investigated and dealt with the situation will be monitored to ensure that repeated bullying does not take place.

What parents should do...

- ❖ Listen to your child and try to remain calm. An emotional reaction can worry the child so that they will not tell you of their concerns
- ❖ Make an appointment to see the class teacher to share your concerns
- ❖ Give the class teacher the facts
- ❖ Reassure your child that the school will deal with the bullying and encourage him/her not to fight back

What children should do...

- ❖ Tell the class teacher or another member of staff if s/he feels threatened and unsafe
- ❖ Stay with a group of friends
- ❖ Talk to their parents

- ❖ Tell the class teacher when anything else happens or when it has improved

What the school should do...

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

What the governors should do ...

- ❖ The governing body will support the Executive Headteacher/ Deputy Headteacher in all attempts to eliminate bullying from our school.
- ❖ The governing body does not allow bullying to take place at Rothwell Victoria Infant school, and any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- ❖ The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.
- ❖ The governors require the Executive Headteacher/ Deputy Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- ❖ The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Executive Headteacher/ Deputy Headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

Where the victim is a member of staff

Staff may be bullied by other members of staff, parents/carers and governors. Staff in schools may also be bullied by students.

Staff should

- ❖ "log" all incidents
- ❖ Seek the support of their line manager in managing the incident. The line manager will keep the Executive Headteacher/ Deputy Headteacher informed
- ❖ Ensure all meetings are supported by the attendance of another member of staff
- ❖ Persistent concerns will be reported to the Executive Headteacher/ Deputy Headteacher for discussion with governors.
- ❖ If the victim is the Executive Headteacher/ Deputy Headteacher they should raise the issue with the Chair or Vice Chair of Governors
- ❖ The staff member may also wish to speak to their union representative.
- ❖ A conflict resolution meeting should be held in order to address the issues following the advice of the Human Resources department.
- ❖ Disciplinary procedures may need to be invoked following HR advice (Governors personnel committee in place for this)

All staff can contact 'Teacher Support Network' <http://teachersupport.info/> for information, support and coaching. 08000 562 561

Racist Incidents

Racist incidents will be dealt with in line with LA procedures.

Equal Opportunities

This policy applies equally to all regardless of:

- Language
- Gender
- Social and ethnic origin
- Family composition
- Learning need
- Life style
- Physical attribute
- Sexuality
- Religious
- Cultural
- Nationality
- Age
- Disability

Dissemination

This policy will be circulated to the following:

- Staff (teaching, support staff, lunchtime supervisors, premises staff)
- Governors
- Parents

Monitoring, Evaluation and Review

- This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy upon request.
-
- This policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

This Policy will be reviewed annually by the Governing Body.

Appendix Anti Bullying

Rothwell Victoria Infant Record of Incidents of Alleged bullying

Name of alleged victim
Date of birth
Date school notified of alleged incident
By whom
Date and time of alleged incident
Place alleged incident occurred
Name of witnesses
Alleged bully (ies)
Name of person reporting the incident
Type of bullying (please circle) Physical Verbal Indirect
Description of incident
Member of Staff dealing with incident
Contributing factors
What has taken place (A subjective statement)
Action taken
Action shared with
(passed on to Governors – Yes/No, LA – Yes/No)
Signed
Date