Higham Ferrers Nursery and Infant School

'Together, we enjoy learning in a happy, caring and friendly environment'

ANTI-BULLYING/POSITIVE RELATIONSHIPS POLICY

This Policy was agreed by the Full Governing Body in Spring (2024)

It will be reviewed in Spring (2025)

(BA & PD Committee)

H.R.Robbins

Signed:

(Chair of Governors)

01.   INTRODUCTION

We believe that good behaviour needs to be carefully developed. It is too important to be left to chance. We think that children learn best when they are clear about what they are supposed to do and when they need to continually and consistently do it. This policy is about how we aim to support our children to make the right choices in their lives in order to help them to become informed, respectful and responsible global citizens of the future wherever they are.

Our school is committed to safeguarding children and also to offer equal opportunities for all, which includes pupils, parents, staff and Governors as well as members of our community.

Our school also has a robust and well established PSHE curriculum. We use a mixture of Protective Behaviours and other schemes based on the new 2020 PSHE framework.

02.   AIMS AND OBJECTIVES OF THE POLICY

The Anti-Bullying Policy should be used as a good practice guide to help in meeting our school aims. It is applicable to the whole school community – pupil, staff, governors and parents/carers.

It will specifically aim:

- To promote the school's aims and values
- To promote British Values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment
- To raise levels of attainment for all
- To ensure that all pupils, parents/carers and staff in our school teach and are taught about e-safety
- To maintain high standards of behaviour
- To ensure that the policy is supported and followed by the whole school community
- To encourage all children to take responsibility for their own behaviour
- To make it clear that bullying will not be tolerated
- To create a culture that all incidents and allegations are seen to be taken seriously, investigated and if necessary, acted upon, with clearly defined procedures
- To provide a thorough systematic recording procedure for incidents
- To ensure that every member of the school community is responsible for addressing or reporting all incidents of bullying
- To teach moral values and attitudes as well as knowledge and skills to promote responsible behaviour, self-discipline, self-respect and respect for other people and property

- To provide a key worker system in the nursery that ensures the well-being of all children, especially those who may not be able to communicate their problems.

03.   DEFINITION OF BULLYING

Having consulted with the parents, staff and children, it has been decided that bullying can be described as a deliberate action(s) in order to hurt or upset someone.

It may hurt someone physically or it may hurt his or her feelings. Bullying is continued, repeated and personal rather than one off acts of aggression.

Bullying Issues Include:
- continual name calling or teasing
- talking unkindly or untruthfully about someone to others
- damaging or stealing someone's property or work
- pinching, kicking or jostling at every opportunity
- trying to get or take money or other items from someone
- making people do things they don't want to do
- bullying by mobile phone, internet or other technological means
- social isolation or exclusion

Individuals may be bullied for a variety of reasons but often it is due to them being perceived as 'different' in some way. This bullying may be in the form or the result of:

- Racism
- Homophobia/sexual orientation
- Disability/SEN
- Religion and belief
- Looked after children
- Home circumstance
- Sexual harassment
- Age
- Gender reassignment
- Sex
- Pregnancy and maternity
- Sexism

04.   EARLY SIGNS OF DISTRESS

Early Signs of Distress May Include:
- Unwillingness to go to school
- Signs of withdrawal
- Deterioration of work
- Isolation
- Faking illness
- Erratic attendance

- Desire to remain with adults
- Late to school
- General unhappiness/ fear/ anxiety
- Continual 'loss' of money or equipment
- Unexplained bruises, cuts and scratches
- Refusal to discuss problems

05.   SAFEGUARDING CHILDREN

- It is important to note that if a child makes a disclosure that causes a member of staff concerns about possible abuse then the relevant policies and procedures will be adhered to.
- The designated members of staff (Headteacher, Deputy Head, Family support worker and/or Inclusion Lead) will be notified immediately.
- The relevant actions will be taken.
- Social services will be notified in the appropriate way as befits the situation.

06.   IDENTIFYING BULLYING

It is important to recognise the difference between bullying and boisterous, thoughtless behaviour.
- Boisterous behaviour tends to be more natural and uncontrolled. It is not usually vindictive or unfriendly and may be high-spirited.
- Bullying tends to be focussed on children who may be vulnerable in some way.
- Bullying is a wilful or conscious desire to hurt, threaten or frighten.
- Bullying can be spoiling other children's activities, showing hostility and rough intimidating behaviour.
- Bullying is continued, prolonged and repeated acts against an individual or group.
- Bullying can be in the form of cyber bullying through all forms of social media.

07.   STRATEGIES TO PREVENT BULLYING

- Through our behaviour policy, we actively promote a caring, co-operative ethos where behaviour is openly discussed.
- We incorporate Protective behaviours, Circle Time, and assemblies into the curriculum.
- We have good supervision at playtimes and lunchtimes.
- Staff regularly talk about individuals they are concerned about and may arrange for observations or support to take place at playtimes.
- Adults aim to be aware of individuals who seem isolated in the playground and encourage them to become involved in play with other children.
- We listen fairly to all accounts of incidents.
- We educate our staff, parents/carers and pupils about e-safety - We will not tolerate any cyber bullying of any kind.
- We report concerns to CEOP and encourage others to do so by having a direct link on our school website.

- We will not tolerate any racist or sexist language.
- We teach children about other cultures and we encourage them to respect different points of view.
- We provide support for the victim and "the bully".
- We involve relevant parents of both parties when bullying is occurring.
- Create an inclusive school where children from all backgrounds feel welcome and safe.

08.   WHAT CHILDREN CAN DO

- Play where they can easily be seen.
- Tell an adult if they think someone is being bullied, bullying cannot be ignored, bullying must be exposed.

09.   WHAT PARENTS/CARERS CAN DO

- Do not condone bullying by encouraging your child to fight back.
- Watch out for signs of distress in your child.
- Talk to staff as soon as you think your child is being bullied. Do not try to sort out the problem.
- Support your child and encourage them to tell a trusted adult at school about bullying incidents.
- Be aware that bullying usually takes place over a period of time and is rarely, but can be, a 'one off' incident.
- Contact CEOP to report cyber bullying or other social media concerns. (see our school website for a direct link).
- Take part in our school e-safety training or access the e-safety training power point on our school website.
- Lead by example.

10.   WHAT STAFF CAN DO

- Speak to parents.
- Speak to the Head teacher.
- Speak to a colleague.
- Speak to the Chair of Governors.
- Speak to their union representative.
- Be aware of the needs of other staff.
- Support each other.
- Create an open and professionally honest environment.

11.   WHAT BYSTANDERS CAN DO

- Report bullying incidents immediately.

- Talk to the bullied individual and offer support.
- Speak to parents if not able to tell anyone at school.
- Maintain an open environment where bullying is not acceptable.
- Not join in any bullying incident.
- Report concerns to CEOP which can be found on our school website.

12.   HOW WE DEAL WITH BULLYING

The following steps are followed to deal with incidents of bullying:-

- Class teachers maintain an Incident log in which all unacceptable incidents are recorded and then followed up. The Headteacher keeps a log of all incidents that have been brought to her and major incidents are recorded on SIMS.
- We talk to the victim and get details. We respond with understanding and belief.
- We identify the bully or bullies and obtain witnesses if possible.
- We talk to the bully and confront them with the details, asking for the truth. We make it clear that bullying cannot be tolerated at Higham Ferrers Nursery and Infant School.
- Where appropriate, we talk to the victim and "the bully" together to check through the facts, to talk about the changes that need to take place and how this can happen.
- We inform parents of what has taken place face to face, by phone or if appropriate by letter.
- We will involve our Family Support Worker to work with families as required.
- We inform the children of the monitoring/follow up system to ensure that the situation is improving. This will normally involve seeing the children at least once a week for 4 – 6 weeks.
- The class teacher will arrange to cover a parallel issue in 'Circle Time' or through the use of 'Protective behaviours'.
- Appropriate sanctions of how bullying and inappropriate behaviour are dealt with are listed in the behaviour policy.
- Procedures / sanctions (as detailed in the Relationships policy) are graduated and reflect the individual nature of each incident.
- Work with parents to tackle the root of the issue (involve them in meetings and reviews of behaviour and incidents).

13.   WHAT TO DO IF BULLYING PERSISTS

- Involve the parents of "the bully" in regular meetings.
- Implement a short term close supervision programme during informal times e.g. playtimes following a time of withdrawal of those times.
- Support the bullied child further by working with them to improve their skills in deterring the bully.
- The class teacher is to raise the issue directly (without names) in order to increase awareness and reinforce the message that it is not acceptable.

- Isolation of bully in school.
- Consult with or make a referral to appropriate external agencies.
- Complete programme of work with external agency.
- If necessary, consider fixed term or fixed timed exclusions e.g. lunchtimes.

14.   WHAT SCHOOL LEADERSHIP CAN DO

- Create a climate and ethos where bullying is unacceptable and is seen to be acted upon quickly.
- Maintain a bullying incident log.
- Analyse the data regularly, communicate findings and act on them.
- Ensure policy is adhered to by all and communicated to new staff in induction procedures.
- Ensure staff feel able to deal with issues of bullying and have access to professional development to address any gaps.
- Lead staff training on anti-bullying measures.
- Report concerns to CEOP.
- Make our Anti-bullying and E-Safety policies available for parents and carers to read on our school website.
- Provide a précised version of the Anti-bullying policy for all parents annually.
- Ensure that there is a link to CEOP on our school website.
- Place e-safety training materials for parents and carers to access on our school website.
- Ensure that there is an annual survey of staff, parents and children linked to Anti bullying and the findings are discussed with staff and governors with appropriate actions put into place.

15.   COMPLAINTS ABOUT BULLYING OR HOW INCIDENTS HAVE BEEN DEALT WITH

- If a parent or child tells us about a bullying issue then the issue will be discussed with children at the earliest opportunity but certainly the same day.
- Parents can expect to have feedback on the day or, if informing school at the end of the day, the next day.
- If a parent is unhappy about the way that an incident is dealt with then they should follow the School's Complaints Procedure.

16.   WHERE THE VICTIM IS A MEMBER OF STAFF

- Staff should raise the issue with the Headteacher.
- If this is not appropriate or possible, then the staff member should speak to the Deputy Headteacher.
- Should this not resolve the issue or be appropriate, then the staff member should speak to the 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 local authority Human Resources department.
- Disciplinary procedures may need to be invoked following HR advice (Governors standing committee in place for this)

17. WHERE THE VICTIM IS A PARENT

- Parents should raise the issue with the Headteacher or Deputy Headteacher.
- The Headteacher will assess the situation and take the most appropriate course of action.
- During this process the Headteacher may do one or all of the following:
  - ❖ Speak to the Chair of Governors.
  - ❖ Speak to the local PCSO (Community Police Officer) if appropriate, for advice.
  - ❖ Speak to the parents individually who were involved in the incident.
  - ❖ Make it clear that bullying will not be tolerated at Higham Ferrers Nursery and Infant School.
  - ❖ If appropriate, speak to the parents together to check through the facts and to talk about the changes that need to take place and how this will happen.
  - ❖ If necessary refer the incident to the police or arrange a meeting with parents involved, possibly including the local PCSO.

18. MONITORING AND REVIEW

- The Headteacher, Deputy Headteacher and Leadership team have a responsibility for monitoring, analysing records and acting upon issues of bullying of staff or pupils on a day to day basis.
- Staff will be kept informed of issues and patterns of incidence and their relevance.
- Where this is not appropriate, it is the responsibility of the Chair of Governors in the first instance.
- Bullying is the responsibility of all in school and should be tackled wherever it occurs.

This policy will be reviewed every two years and updated with the views of children, staff and parents taken by a mixture of discussion and questionnaires.

19. THE ROLE OF GOVERNORS

- To consult with the Headteacher with regard to the anti-bullying policy and practice, through the Behaviour and Welfare Committee.
- To ensure that agreed anti-bullying procedure is followed throughout the school.

- To link up with the PSHE subject leader/ anti-bullying lead person to get regular updates about the curriculum, learning and teaching, visits and visitors and progress of the school council.
- To review the views of parents at regular intervals (annually/bi-annually) and feedback to the full governing body.
- To review the anti-bullying policy.
- To ask the Acting Headteacher about data kept on bullying incidents including actions taken.
- To attend school council meetings on a regular basis.

20. LINKS WITH OTHER POLICIES

Please read this policy in conjunction with:

- Relationships
- Wellbeing
- Equality and Diversity
- Child Protection
- PSHE and Citizenship
- Acceptable Use which is part of the Computing Policy
- Social Networking
- Information Sharing
- Volunteer
- Whistleblowing
- Positive Handling
- E-safety which is part of the computing policy
- Précis anti- bullying policy for parents