



Trent Vale Infant and Nursery School and

Beeston Rylands Junior School



POLICY FOR ANTI BULLYING

INTRODUCTION

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for the prevention of bullying at Trent Vale Infant and Nursery School and Beeston Rylands Junior School
- **IT WAS DEVELOPED** in 2004 through a process of consultation with teaching staff and reviewed in 2008 in consultation with pupils, staff and Governors. It was revised in 2012 and 2014 in consultation with pupils, staff and governors following the receipt of new guidance from the DfE. It also reflects the September 2013 Ofsted framework. The LA model anti bullying policy has been used as a template for this policy.
- **IT WILL BE** continuously reviewed, updated and approved by the Governing Bodies, Headteacher, PSHE subject leader and Senior Leadership team
- This policy will be **REVIEWED ANNUALLY**

Date of review	Autumn 2016	Autumn 2017	Autumn 2018
Signed			

Introduction

At Trent Vale Infant and Nursery School and Beeston Rylands Junior School we aim to provide a safe, caring and friendly climate 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 bullying and that they feel confident to seek support from school should they feel unsafe.

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

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from:-

- Members of staff- though regular agenda items at staff meetings, consultation documents, questionnaires
- Governors - discussions at governors meetings, training,
- Parents/carers - parents will be encouraged to contribute by taking part in written consultations via questionnaires, parent meetings
- Children and young people - pupils contribute to the development of the policy through the school council, circle time discussions, assemblies

This policy is available:-

- On the school website
- From the school office

Roles and responsibilities

The Headteacher – 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 Coordinator in our schools is: - Jackie Moss

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
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: - Lisa Shepherd at Trent Vale Infant and Nursery School and Michael Jackson at Beeston Rylands Junior School

Definition of Bullying

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is often motivated by prejudice.

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 cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

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 and young people bullied?

Specific types of bullying include:

- prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying related to race, religion or culture.
- bullying related to appearance or health

- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also 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 have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a persons sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic 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. Advice for school leaders to help with this problem and its affects on children acknowledges the problem also persists outside school, in the local community, on the journey to and from school and may continue into Further Education.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

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

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 publicised 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)

Trent Vale Infant and Nursery School and Beeston Rylands Junior Schools are telling schools. Our systems for reporting bullying incidents are as follows:-

- Children and young people in school including bystanders – pupils are encouraged to tell an adult if they are being bullied. This can be any adult in school or an adult at home. They are told to keep telling until someone listens to them and helps them sort it out.
- Parents/carers – parents are encouraged to speak to the class teacher or Headteacher to report incidents of bullying.
- All staff and visitors – are encouraged to speak to the Headteacher or Heads of School

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follows the same procedures

In the case of an incident of bullying at Trent Vale Infant and Nursery School or Beeston Rylands Junior School we will:-

- Interview all parties
- Inform parents

- Implement appropriate disciplinary sanctions in accordance with the school’s Behaviour Policy. These will be graded according to the seriousness of the incident but will send out a message that bullying is unacceptable. Our responses may also vary according to the type of bullying and may involve other agencies and support strategies where appropriate
- Follow up especially by keeping in touch with the person who reported the situation, parents/carers. The school has a clear complaints procedure for parents who are not satisfied with the schools actions
- Liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Use the CAF process where appropriate to involve other agencies who may be able to support.

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 Anti-bullying coordinator in the ‘Bullying and Prejudice Based Incidents’ file in the Headteacher’s office.

The information stored 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.

This information will be presented to the governors as part of the Headteacher’s report to governors.

The policy will be reviewed and updated annually.

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils we at Trent Vale Infant and Nursery School have developed the following strategies to promote positive behaviour and discourage bullying behaviour: -

- Involvement in SEAL including Anti-bullying unit.
- Involvement in the Healthy Schools Programme
- Anti-Bullying week annually in November.
- PSHCE lessons/activities
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- School Council
- Staff training and development for all staff including those involved at lunchtime

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions
Safeguarding Policy	Child protection
Acceptable use policy	Cyberbullying and e-safety
Equality policy	Hate crime (homophobia, race and disability)
Confidentiality Policy	Reporting and recording
PSHCE Policy	Strategies to prevent bullying

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 and bisexual 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

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

National Documents

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools – DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

Cyberbullying - supporting school staff –Cyberbullying - A whole school community issue -

www.education.gov.uk/publications

(All pre 2010 documents previously available on teachernet may now be found in the National archive which can be accessed through this website)