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ANTI-BULLYING POLICY

Document Summary

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Amendment History

Version	Amendment Date	Pg Num	Amendment Summary
V1	01.03.23	1	Add safeguarding strapline
V2	20.05.24	4	Review changed to annually (7.3)
V3	17.06.25	1	Addition of trauma informed behaviour statement

This policy has regard for the Safeguarding duty placed on Summerhill Infant School to protect the safety and mental and physical well-being of all pupils and Staff. This policy should also be read with our Public sector Equality Duty.

1 Aims and Objectives

We take a trauma-informed approach to all behaviour. Trauma informed approaches to behaviour aim to understand what a child or young person might be trying to say to us through their behaviour. Behaviour that challenges is not always seen as a choice, but often as being a communication of an unmet need.

Bullying is wrong and damages individual children and adults. We, therefore, do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn and work without anxiety and measures are in place to reduce the likelihood of bullying.

This Policy aims to produce a consistent school response to any bullying incidents, involving children and staff, that may occur.



- 1.1 We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in school.

Definition

We define bullying as repeated behaviour by one or more pupils or adults, which produces damaging or hurtful effects, physically or emotionally, to any individual. It is behaviour which causes distress to others.

Bullying can take many forms. It may be any one or a combination of the following:

- Physical, eg hitting, kicking or hiding another person's belongings.
- Verbal, eg name calling, teasing, insulting, racist remarks, writing unkind notes.
- Emotional, eg spreading rumours, excluding from groups, tormenting.
- Non-verbal, eg offensive/inappropriate gestures.

Any of these may also discriminate in relation to race, sex, special educational needs or disability.

2 The Role of Governors

- 2.1 The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body does not condone any bullying at all and any incidents of bullying that occur will be taken very seriously and dealt with appropriately.
- 2.2 The Governing Body monitors incidents of bullying that occur and reviews the effectiveness of this policy regularly. The Governors require the Headteacher to keep accurate records of any incidents of bullying and to report to the Governors on request or at least every term about the effectiveness of school anti-bullying strategies.
- 2.3 A Parent/Carer who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Body responds within ten days to any request from a Parent/Carer to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.



3 The Role of the Headteacher

- 3.1 It is the responsibility of the Headteacher to implement the school anti bullying strategy and to ensure that all Staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the Anti-Bullying Policy on request.
- 3.2 The Headteacher ensures that all children know bullying is wrong and that it is unacceptable behaviour in school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss why this behaviour was wrong and why a pupil is being punished.
- 3.3 The Headteacher ensures that all Staff, including lunchtime Staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 3.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to occur.

4 The Role of the Teacher and Support Staff

- 4.1 All the Staff in our school take all forms of bullying seriously and seek to prevent it happening.
- 4.2 Teachers keep their own records of all incidents that happen in their class and that they are aware of in the school. If Teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and Support Staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the Headteacher, the Teacher informs the child's Parents/Carers.
- 4.3 When any bullying has taken place between members of a class, the Teacher will deal with the issue immediately. This may involve counselling and support for the victim and punishment for the offender. Time is spent talking to the child who has bullied, explaining why their action was wrong and how they should change their behaviour. If a child is repeatedly involved in bullying, staff inform the Headteacher and the Inclusion Manager. We then invite the child's Parents/Carers into the school to discuss the situation. In more extreme cases, eg where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the Social Services.



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- 4.4 All members of Staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 4.5 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc within the formal curriculum, to help pupils understand the feelings of bullied children and to practise restraint required to avoid lapsing into bullying behaviour.

5 The role of Parents/Carers

- 5.1 Parents/Carers concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Class Teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the School Prospectus.
- 5.2 Parents/Carers have a responsibility to support the school's Anti Bullying Policy, actively encouraging their child to be a positive member of the school.

6 The Role of Pupils

- 6.1 Pupils are encouraged to tell anybody they trust if they are being bullied and if the bullying continues, they must keep on letting people know.
- 6.2 Pupils are invited to tell us their views about a range of school issues through, for example, questionnaires.

7 Monitoring and Review

- 7.1 This Policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors on request about the effectiveness of the Policy.
- 7.2 The Anti Bullying Policy is the Governors' responsibility and they review its effectiveness annually. They do this by examining the school's Online Management Portal (CPOMS), where incidents of bullying are recorded and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- 7.3 This Policy will be reviewed annually, or earlier if necessary.
This Policy should be read in conjunction with the Employee Complaints Policy which supports Staff who are victims of bullying in the work place.