



# Anti-Bullying and Harassment Policy South Ossett Infants' Academy

October 2021

## Our Vision

To engage children in the challenges of life with a positive attitude of confidence, self-respect and respect for others and to forge ahead regardless of difficulties experienced.

## Our Values

independence  
courage  
nurturing  
happiness  
respect  
learning  
excellence  
integrity  
safety



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Reviewed October 2021

Reviewer T Shute

## **Introduction**

The bullying policy is not a standalone policy but operates within the overall behaviour policy for the academy. The behaviour policy and the anti-bullying policy are reviewed each year.

We at South Ossett Infants' consider bullying to be INTENTIONALLY, DELIBERATELY and REPEATEDLY upsetting, rejecting or hurting someone else, it can be action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Classroom rules and academy rules are on display around the buildings and are addressed by the headteacher and teacher in assemblies, in circle times, in class and when the need arises.

Although we do not feel we have a particular problem with bullying at South Ossett we recognise that bullying can occur despite good overall behaviour and should always be dealt with promptly and taken seriously. We do from time to time have children whose play can be boisterous and sometimes children do become upset by the actions of others.

Our policy, and our consistent reaction to problems as and when they occur, do generally sort out most day to day problems. However, any complaint that uses the word bullying is dealt with by taking prompt action in line with stated policy, which usually resolves the issue.

## **Aims and Objectives**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as an academy, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. 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 our school.

## **Preparing our children**

Our pupils are involved in regular assemblies. On Mondays these are led by the Headteacher and all the Monday assemblies in the first term have our school rules at the heart. The 5 rules are discussed and how one person's choices and behaviour impact on others is explicitly discussed. As part of these assemblies and reinforced in class, children are taught how to respond to unwanted behaviour from someone else. Our Wednesday assemblies revolve around the themes in SEAL, which may also form the theme of Circle time or P4C.

As part of our Monday assemblies we consider how the actions of the characters in the stories or the puppets used might make someone upset or hurting someone by;

- Saying unkind or hurtful things because of any real or perceived differences, whether the colour of someone's skin, hair or eyes, their gender, family situation, ability or any other reason
- Name calling, persistent teasing, being unkind

- Not letting someone join in
- Hurting someone by hitting, kicking, fighting, scratching, biting, hair pulling, any form of violence, making threats
- Talking behind someone's back
- Spitting
- Laughing at and making fun of people
- Unwanted physical contact
- Trying to get someone into trouble

This is reinforced throughout the day-to-day interactions we have in school and is embedded in our curriculum.

In line with some other Infant schools, we do not have a specific focus on bullying and anti-bullying week. Rather we have a continual focus on giving the children the skills and vocabulary to discuss their feelings, develop empathy and understand the impact of their words or actions on others, both positive and negative. We also make sure the children understand how to respond to any actions or behaviour from others that make them feel hurt or upset. We do not routinely use the word bullying, reserving this for those rare occasions when it is clear that the actions or behaviour of someone are INTENTIONALLY, DELIBERATELY and REPEATEDLY upsetting, rejecting or hurting someone else.

### **We teach the children what to do if you do not like someone's actions or behaviour**

- Say 'DON'T DO THAT, I don't like it' at the person loudly and clearly – this tells the other person that we want them to stop whatever they are doing.
- If that person stops, talk with them, if you can, about how what they did made you feel; "When you said/did X, it made me feel..."
- Give the other person the chance to stop and apologise.
- If it hurt, tell a grown up straight away, even if it is now all sorted out.
- **Do not** do the same action back.

What happens when someone makes the wrong choices in our school?

They are;

- spoken with about their actions
- given the chance to give their side of the story and put it right
- encouraged to look after the person they have upset or hurt (if this is appropriate/OK with the person hurt or upset)

If the unkind behaviour continues or is clearly bullying they;

- are spoken with about their actions
- are given the chance to give their side of the story and put it right
- will miss playtimes, taking this as "Thinking Time" using the thinking time prompts

Other sanctions will be used as necessary; writing a letter to apologise, having their playtime at a separate time, not being able to use certain areas at the same time as the child they hurt...

This will be discussed, as soon as possible with all relevant parents/carers.

We ensure that the children know that we expect them to;

- be kind to other people
- let other people join in
- be friendly
- share with others
- take turns
- play fair
- respect others and their property
- think about their actions and behaviour

### **The role of Governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that 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 head teacher 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 headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **The role of the Headteacher**

It is the responsibility of the headteacher to implement the academy's anti-bullying strategy and to ensure that members of staff, (both teaching and non-teaching) are aware of the academy's policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this 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 assembly as a forum in which to discuss with other children why this (anonymised) behaviour was wrong, and what the consequences were.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

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 be part of their behaviour.

## **The role of the Teacher**

Teachers in our academy take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness bullying, they do all they can to support the children. If a child is being bullied, then, after consultation with the headteacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve talking through the incident(s) and support to feel safe for the victim of the bullying, and consequences for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why their action was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the teacher will inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

Training is available for teachers and support staff, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers will support all children in their class and seek to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Teachers include the strategies we follow in assemblies in their lesson planning, so that each child is made aware of what is acceptable and unacceptable behaviour in school.

## **The role of Parents/Carers**

Parents, who are 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.

Parents have a responsibility to support the academy's anti-bullying policy and to actively encourage their child to be a positive member of the academy.

We ask parents to support our efforts to establish the codes of behaviour through their own example and through reminding children regularly.

## **Monitoring 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 on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Bullying issues are monitored as and when they arise using the formats set out in this policy.