



*Building Strong Foundations for a Lifelong Love of Learning*

## Anti-Bullying Policy

<b>Policy status</b>	Good practice
<b>Needs to go on website?</b>	No
<b>Review requirements</b>	For governors to decide
<b>Agreed review frequency</b>	Annually
<b>Last date reviewed:</b>	20.11.19
<b>Due for review by:</b>	19.11.20
<b>Scheduled for review:</b>	Autumn 1, 2020
<b>Governor responsible:</b>	
<b>Staff member(s) responsible:</b>	Head Teacher
<b>Governor approval method:</b>	Approved at Teaching and Learning Committee; shared at Full Governing Board.

*(This policy is written in infant child friendly language and will be reviewed annually with staff and governors, and also with children at the school, through special assemblies and in-class discussions, as appropriate to the age of the children.)*

### **What is bullying?**

- Sometimes people do things or say things to hurt or upset others.
- This behaviour is *never okay* at our school and needs to be sorted out.
- Most of the time it is not bullying, though. It becomes bullying when this happens to a person or group of people **Several Times On Purpose** (or **STOP** for short).
- There are different types of bullying<sup>1</sup>, but none of them are okay at our school, or anywhere else.
- Everyone who works at our school takes reports of bullying very seriously.

### **How do we stop bullying from happening at our school?**

The adults who work at our school do lots to stop bullying from happening. For example:

- We learn about what bullying is and how to spot it. We agree how to deal with bullying. We also help children, parents and other people who care for children at our school to learn more about bullying.
- We work with children to discuss and solve their problems calmly and sensibly.
- We do assemblies on friendship, our school's Learner Values and what bullying is and how to report it.
- We use class discussions and circle times to talk about how we can all stay safe and be happy at school.
- We use drama with children to help them understand how people might be feeling when others are unkind to them. We also use drama to help children think about what they might do if this happened to them or someone else in school.
- We make sure that there are people around at playtimes and lunchtimes to supervise. These people are also there for children to talk to if they have a problem that they can't solve by themselves.

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<sup>1</sup> See Appendix A: types of bullying

## **The 5 Steps - How our school deals with reports of bullying**

This is what the adults will do if bullying is reported at our school.

### **Step 1: Writing It Down**

- Adults at school write down reports of bullying onto a special form<sup>2</sup>.
- They write down what everyone involved had to say about what happened.
- Then, they pass the form onto Mr Bunting, Miss Brock or Ms Manrique.

### **Step 2: Investigating What Happened**

- Mr Bunting, Miss Brock or Ms Manrique meet with all of the people involved to discuss what happened.
- They discuss it calmly. They also make sure that everyone involved knows how anyone harmed felt about what happened to them.

### **Step 3: Making And Sharing A Plan**

- Mr Bunting, Miss Brock or Ms Manrique make a plan to help keep those involved safe and happy from now on. They think about any learning needs and disabilities that the children involved might have, so that the plan is fair to everyone and has a good chance of working. They let the parents or carers of children involved know about the plan. They might involve parents and carers in creating the plan if they think this is the best way forward.
- They make sure that all children involved know what they *should be doing* and what they *shouldn't be doing*, in order for the plan to work. They let everyone know who they should speak do if there are any problems.
- They also make sure that other adults at school know what they need to be doing to support the children involved.
- They make sure that there are consequences for any behaviour that is *not okay*. Those who have behaved unkindly will normally be asked to find ways to make it better for those who have been harmed as well.
- Finally, they agree a date when they will talk to all of the children involved again. This time, they will be checking that everything is okay now.

### **Step 4: Checking If The Plan's Working**

- Mr Bunting, Miss Brock or Ms Manrique meet with the children involved to check that there haven't been any more incidents.
- They check that all children involved still remember what they *should* and *shouldn't be*

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<sup>2</sup> See Appendix B: Bullying Reporting Sheet

doing.

- They speak with adults in school who are involved, to see what they think of the situation now.
- If the plan is working, then that's really good. We hope that everyone has learnt from the situation and knows how to stop it from happening again.
- If the plan isn't working, Mr Bunting, Miss Brock or Ms Manrique will decide how the plan needs to change.

#### **Step 5: Speaking To Parents If The Plan's Not Working**

- If the plan isn't working, Mr Bunting, Miss Brock or Ms Manrique will speak to the families of the children involved. They will involve them in creating a better plan and set some really clear goals on how the children's behaviour needs to change, and how we'll be able to see that it's changed.

#### **What if the bullying still keeps happening?**

Where bullying behaviour still keeps happening, Mr Bunting, Miss Brock or Ms Manrique might ask for help from experts who work at other places. They might also think about more serious consequences for those who keep bullying others<sup>3</sup>. This is because it is *never okay* to bully people.

#### **Treating everyone fairly**

Everyone at our school tries to treat people fairly and deal with reports of bullying really well. Sometimes, though, other people might think that we could have been fairer or dealt with a situation a bit better. If this happens, we try to work it out with them in a calm and sensible way. We also see if we can learn something from what happened, so we can deal with things better next time<sup>4</sup>.

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<sup>3</sup> Please see 'External Agencies' section of the RRIS Behaviour Policy for further details.

<sup>4</sup> The School Complaints Policy and Procedure can be found at [www.recreationroad.com/learning/](http://www.recreationroad.com/learning/)

## **Appendix A: Types of Bullying**

- **Physical** –such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property** –such as damaging, stealing or hiding someone’s possessions
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **Psychological** – such as deliberately excluding or ignoring people
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people – such as young carers

## Appendix B: Bullying Reporting Sheet

### **STEP 1: WRITING IT DOWN**

Staff member to whom the incident is reported needs to complete this section. They then need to pass it on to the Head Teacher or one of the Assistant Head Teachers.

Date:	Time:	Location:
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Reported by (child / adult):	Form completed by:
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Who was involved?

Who witnessed what happened?

What happened?

Speak to all parties involved and witnesses to capture their Point of View. Continue on a separate sheet if necessary and attach it to this one.

Passed onto:	Date:	Time
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**STEP 2: INVESTIGATING**

Head Teacher or an Assistant Head Teacher meets with people involved to discuss what happened and makes sure that everyone understands how harmed parties feel about the incident.

Additional information from speaking to those involved:

**Form of bullying:**

Race    Culture    Religion/belief    Sexual orientation    Gender identity    Gender    SEN/disability

Appearance / health conditions    Related to home    Other (*please specify*):

**STEP 3: MAKING AND SHARING A PLAN**

Head Teacher or an Assistant Head Teacher decides actions to take and by when. They decide upon a date to follow-up with the children to ensure there have been no further incidents. They ensure that victims of bullying know how to report any further incidents, should they occur. They make sure that parents and carers of all parties are informed.

Actions

What? By Whom? By When? Who has been informed?

Situation to be reviewed on:

#### **STEP 4: CHECKING IF THE PLAN'S WORKING**

Head Teacher or an Assistant Head Teacher decides actions to take and by when. They decide upon a date to follow-up with the children to ensure there have been no further incidents. They ensure that victims of bullying know how to report any further incidents, should they occur.

Details of follow up:

Who did you talk to? What did they have to say? What's going well? Have there been any further incidents?

Does the plan need to be amended? Is the situation now good enough that the plan can stop?

What's going to happen now?

Is the plan going to be amended? Kept as it is? Is the situation 'good enough' now? Is there a further review date?

Are parents / carers going to be involved in agreeing an amended plan (Step 5)?

<Please continue onto the back of this sheet if necessary>

#### **STEP 5: SPEAKING TO PARENTS / CARERS AGAIN IF THE PLAN'S NOT WORKING**

Attach any signed and dated notes from meetings with parents / carers to this sheet, including any further actions / review dates agreed.