

MILFORD INFANTS

Church Road, Milford
Godalming GU8 5JA

Grow, Learn, Believe, Achieve



Statement of policy – Anti-bullying

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Real bullying in infant schools is rare. Children between 4 and 7 years old are still learning about socially acceptable behaviour, the consequences of their actions and how to deal with their own and others' feelings.

The key difference between hurting another child accidentally or because of a lack of empathy and bullying, lies in intention and repetition. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Within the curriculum the school will raise the awareness of the nature of bullying through PSHE, assemblies and circle times as appropriate, in order to raise children's awareness and understanding and to eradicate such behaviour.

The children are also taught very specific, simple strategies for dealing with any behaviour which makes them uncomfortable or upsets them.

Aim

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Children must be encouraged to report bullying in schools.

Staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. This is likely to include pre-emptive action to ensure that there is no opportunity for the alleged bullying to be repeated while the issue is being investigated.

Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the head teacher or deputy
- The head teacher or deputy will talk to all concerned and will record the incident
- Class teachers of the children concerned will be kept informed
- Parents of those children will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

Children who have **been bullied** will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher or TA
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Children who have **bullied** will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the pupil

The following disciplinary steps may be taken following full discussion with children and staff:

- official warnings to cease offending
- exclusion from certain areas or activities

and, in extreme cases, after discussion with parents, consideration may be given to:

- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Exclusion will be used very sparingly in response to serious behaviour issues such as physically hurting other children or staff. It will normally be used only after other sanctions, counselling and support have failed to achieve the desired change in behaviour or attitude. Initially exclusion will be internal, i.e. by removing a child from a class or activity. Only in extreme circumstances would a child be excluded from school.

Permanent exclusion will only be used as a last resort, when all other reasonable steps have been explored.

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