Herne Bay Infant School
Friendship and Anti-Bullying Policy

This policy reviewed by   FW   Date   Summer 2015

Next review date   Summer 2017

This policy relates specifically to the bullying of pupils by other pupils.

Key Priorities

The key priority of this policy are:

- That children and young people are protected from harm
- That they achieve their full potential in education
- That they have a happy and stimulating childhood
- That they grow up healthily, physically and mentally
- That they feel good about themselves and respect others
- That they develop the essential personal and social skills to help them throughout life
- That they become active citizens and participate in society
- That all staff understand and recognise the behaviours and procedures described in this policy, and work together with parents/carers and children to support and implement it

Aims

At Herne Bay Infant School we are committed to:

- Closely linking approaches to anti-bullying work within the school ethos and philosophy, thereby reducing the likelihood of bullying and bullying behaviour within the school environment
- Involving and including the whole school community; staff, pupils, parents and carers, in preventing and responding to bullying should it occur
- Linking anti bullying work with existing Behaviour, Equal Opportunities, Race Equality, Child Protection, Confidentiality, Circle Time and PSHE policy statements
- Promoting an understanding of bullying and the implications of bullying amongst all members of the school community
- Recording, monitoring and reporting incidence of bullying and monitoring, evaluating and regularly reviewing the effectiveness of prevention and responses to bullying

The Nature of Bullying

There are many definitions of bullying; most consider it to be:

- **Deliberately hurtful (including aggression)**
- **Repeated, often over a long period of time**
- **Difficult for victims to defend themselves against**

Not all incidents of deliberately hurtful behaviour can be defined as bullying. Incidents in which bullying behaviour are apparent should be investigated in line with guidance contained in both Behaviour and Anti Bullying policies in order to establish whether a single incident is a bullying incident and if so, if it is isolated. DfES Guidance 10/99 Social Inclusion: Pupil Support advises that

"Bullying is usually part of a pattern of behaviour rather than an isolated incident."

Forms of Bullying

It is important to remember that bullying behaviour forms part of a continuum of normal human behaviours. Children's behaviour may move along the continuum depending on their own personal characteristics, the circumstances around them, the way that this behaviour is responded to by others and the behaviours they see successfully modelled by others.

Bullying can take a number of forms, but four main types are:
*   **Physical – hitting, kicking, taking belongings, damaging personal property**
*   **Verbal – name calling, insulting, making offensive remarks, text messaging, emails or writing offensive graffiti**
*   **Indirect – spreading nasty rumours, exclusion from social groups**
*   **Cyberbullying (See Appendix 5)**

Name calling is the most common direct form, and may be due to individual characteristics, such as wearing glasses, colour of hair etc., or because of a pupil's origin, disability, sexuality, religion, nationality, colour or accent.

Behaviour such as the common use of discriminatory or pejorative language, or the inappropriate spreading of jokes and rumours that derives from a lack of understanding of the implications of such behaviour can be seen as unwitting bullying behaviour. This behaviour is a common contributory factor in the embedding of racist, sexist and homophobic cultures, and the proliferation of this behaviour outside school can make it particularly difficult for schools to challenge. However, effective whole school approaches can reduce bullying and bullying behaviour within the community the school serves.

Who is Bullied?

All children are potential victims of bullying.

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them. Pupils 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. Pupils must be encouraged to report bullying in schools. Schools' teaching and support staff must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

There are two main types of victims of bullying:

Passive victims: anxious, lacking in self-confidence, physically weak and unpopular. They do nothing to provoke attacks and do little, if anything to defend themselves.

Provocative victims: physically strong and active. They may have problems with concentration, which causes tension and irritation to those around them, provoking other children to turn on them. Adults, including the teacher may actively dislike them, and they may try to bully weaker students.

Bullies

The term bully is certainly more complex than stereotypes imply, as are their victims. One piece of school based research found there were 3 main types of bullies:
Confident bullies: physically strong enjoy aggression, feel secure, average popularity
Anxious bullies: weak academically, poor concentration, less popular, less secure
Bully/victim: bullies in some situations, bullied in others, very unpopular

Bullying and the Role of the Group

The majority of children within a school are not involved in bullying themselves. However, they are likely to know that it is happening. Bullying is commonly a group activity, often with one perpetrator taking a leading role. Other children may be present and may play a number of subsequent roles. They may be broadly described as either colluders or bystanders. Colluders may assist the bully or may encourage the bullying by laughing, shouting and watching. Bystanders may be present, but may remain uninvolved whilst some children may either intervene directly to stop the bullying or may go and tell an adult.

In developing effective anti-bullying strategies, Herne Bay Infant School recognises the importance of this group behaviour. Harnessing peers in a positive way is part of our whole school approach to tackling bullying, through pastoral systems and attaching high importance to challenging bullying as part of a strong school ethos, including:

- Circle Time (see policy)
- Social Skills Groups
- Behaviour Policy
- PSED Curriculum (see Policy)
- Assemblies
- School Council work
- Teacher Continuous Professional Development and training for all staff

A healthy and strongly supportive school ethos is arguably one of the most important anti-bullying tools a school possesses.

Dealing with incidents

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 Headteacher
- the Headteacher or most appropriate member of staff will interview all concerned and will record the incident
- class teachers will be kept informed
- parents/carers will be kept informed of playground support programmes

Pupils who have been bullied and pupils who bully others will be supported by:
- the child will have a named adult for support in the playground
- playleaders will encourage child to join organised activities
- small group support restoring self-esteem and confidence

Pupils who have bullied may be helped by:
- discussing what happened
- establishing the wrong doing and the need to change their behaviour
- informing parents/carers

The following sanctions can be taken (read in conjunction with Behaviour Policy):
- loss of golden time
- informing individual parents/carers
- individual playground programme put in place
- minor fixed term exclusion at lunchtime
- major fixed term exclusion at lunchtime
- permanent exclusion at lunchtime

As already described, the school will raise the awareness of the nature of bullying through inclusion in Circle Time, PSHE, assemblies and subject areas, as appropriate, in an attempt to pre-empt as well as eradicate such behaviour.

Supporting and Involving Parents and Carers
Supporting and involving parents is often key to successful anti-bullying initiatives. Steps that can be taken to ensure parental involvement include:
- Regular consultation and communication with parents about bullying, its causes and its effects
- Taking steps to overcome language barriers and to recognise cultural diversity when involving and consulting parents
- Awareness of the need to balance parental involvement with confidentiality. Students experiencing homophobic bullying are often particularly reluctant to involve their parents
- Ensuring all school staff are aware of the school's anti-bullying policy so that they can respond appropriately and sensitively if approached by a parent
- Involving parents of bullies and victims at an early stage
- Ongoing contact with parents of both bullies and victims to ensure the problem does not re-occur

Monitoring, Evaluation and Review
The school will review this policy bi-annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Support available from KCC
KCC encourages all schools to access support through their Clusters. A range of support, information and training is offered by the Specialist Teaching Service, the Attendance and Behaviour Service, the Advisory Service and by the Psychology Service, which can all be accessed through the cluster.

Safe Schools
The Kent Safe Schools initiative offers practical help and support to schools wanting to involve pupils in actively tackling bullying. Pupils can be involved in all stages of policy making through involvement in a Youth Action Group and also in supporting students who may be vulnerable to being bullied through setting up Peer Mentoring schemes in both primary and secondary schools in Kent.

Support for Parents

Partnership with Parents
Partnership with Parents' purpose is to inform and empower parents/carers on all aspects of educational need to help parents/carers make decisions that are right for their child. They can be contacted via their Helpline Telephone Number on (01622) 755515.

Appendix 1

The Impact of Bullying on Children and Schools

Victims: In the short term victims of bullying may become unhappy and distressed. Their self-image is damaged and they may feel anxious and insecure. This may affect their concentration, their learning and their achievement and can contribute to problems with attendance, motivation and general health and well being. They may begin to view themselves as failures. Extreme cases have led to suicides.

Bullies: Those who bully successfully are likely to continue using bullying behaviours in their relationships with other children and adults. This can become part of more generally anti social and disordered behaviour patterns.

School: The reputation of the school will suffer if schools are not seen to address concerns about bullying positively and raise the profile of their anti-bullying work among the whole school community.

Academic Attainment and Attendance: Children who do not feel safe at school are unlikely to perform to the best of their ability academically and commonly lack confidence, concentration and motivation. Bullying also has a major effect on attendance, with those truanting or refusing to attend school frequently citing bullying as a factor in this behaviour.

Appendix 2

Bullying of Specific Groups

Schools need to respond to the needs of Kent's diverse communities and make explicit reference within anti-bullying policies to bullying that arises as a reflection of negative attitudes towards particular groups, all of whom have a right to feel safe within their school environment.

Kent believes that diversity enables people to see things from different perspectives. Tackling bullying of this kind will need to include challenging the roots of the bullying, as well as dealing with individual incidents.

Bullying, Child Protection and Children in Care

In some cases bullying behaviours can be linked to complex abusive experiences the child him/herself may have had or are having, in the home environment. Increasingly agencies are concerned that violence between partners in the home, for example, can lead children who experience it to begin to see it both as normal and acceptable behaviour and begin to model it themselves.

A child who has been subject to abuse (sexual, physical, emotional or neglect), is likely to have low self esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about 'telling'. (This group of children includes virtually all children who are 'Children in Care' in Kent).

It is vital that all staff within the school (including not teaching staff, such as LSAs and volunteers) know who the named teacher with responsibility for Child Protection is, and how they implement Child Protection procedures, including those relating to reporting concerns about children involved in bullying.

All Children in Care should have a Personal Education Plan. This plan can have anti-bullying strategies with review/monitoring in place. Robust home-school liaison will also help support a Child in Care who is experiencing bullying.

Racist Bullying

Racist bullying and individual incidents are unacceptable, and in some instances criminal. Schools are required under the Race Relations (Amendment) Act 2000 to have a Race Equality Policy, to actively promote race equality and to record and report racial incidents. Kent County Council has created guidance and a model procedure, "Managing Racial Incidents in Schools", to assist and advise schools on their obligations and best practise. This can be found on Clusterweb.

Racist bullying can be very complex, rooted in historic cultural problems or current events, and not apparent to outsiders. If the victim or anyone perceives an incident as racist, it must be investigated and reported as a potential racist incident.

KCC collects statistics from schools on the number of incidents. This shows that there is bullying of children from ethnic minorities and other minority groups such as asylum seekers and Gypsy/Travellers. Most incidents occur at Key Stages 2 and 3.

Bullying of Children from Faith Communities

Some individuals are targeted for bullying because they adhere or are perceived to adhere to a particular faith. Such bullying is sometimes connected to racist bullying.

Homophobic Bullying

This involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation. Homophobic bullying can also include name-calling such as the use of the word "gay" as an insult. Individuals are commonly singled out for abuse if they do not conform to a stereotypical masculine or feminine gender image. Information and advice on tackling homophobic bullying can be found at http://www.endbullying.org.uk/publications/stand-up-for-us-wired-for-health-2004/

Gender Bullying (Sexual Harassment)

Sexual harassment or bullying by gender is common. Gender stereotypes and the experiences some children have of adult relationships can contribute to gender bullying. Examples include name calling such as 'slag', 'slapper', 'bitch' use of sexual innuendo and unwanted propositioning and commenting on appearance and attractiveness

Bullying Due to Ability, Disability or SEN

Pupils with SEN or disabilities may not be able to explain experiences as well as other children. However, they are at greater risk of being bullied. Children with behavioural problems may become 'provocative victims'. This behaviour may need to be addressed as a behaviour target on a child's Individual Education Plan. There is also increasing evidence that children of high academic ability and those who work hard at school may be targeted.

For Specific Advice on most forms of Bullying
http://www.endbullying.org.uk

Appendix 3

Important factors about children to take account of:

Key Stages 1 and 2 (five to eleven years)

Most children make an easy transition when they start school, but for some it can be a daunting experience. Children who have not had any pre-school education may find it especially hard. Some children just take a little longer to 'settle in' and to make new friends. They may need support in doing so. Bullying affects all age group but it is especially hard for young children to ask for help or know how to deal with it.

There are growing pressures for children to do well at school with the introduction of standard testing at ages seven and eleven. Failure can lead to a sense of personal disappointment, especially if there are pressures from the family to achieve high standards.

Family break-up is a reality for many children and may cause mental health problems, making them feel anxious, guilty or responsible for the situation. Children of this age may find it hard to express how they feel. Even very young children need the chance to talk about what is going on and to be reassured that they are not to blame.

Appendix 4

Developing proactive approaches to tackling bullying through the curriculum

The personal, social and health education (PHSE) curriculum

Not all of PHSE is a statutory part of the curriculum, but it covers topics that are important if we want our children and young people to grow up emotionally and mentally healthy. Some of these topics are very obviously about emotional health and wellbeing – how to express your feelings, cope with family problems, develop self-esteem etc. However, it also includes opportunities for children and young people to develop a range of interpersonal skills necessary for growing up, such as empathy, communicating with each other, making friends, and making informed decisions. This range of skills contributes to keeping children and young people mentally healthy.

There is a great deal to cover in the PSHE curriculum, in very little time. However, there are opportunities to develop, and/or reinforce the various topics across and beyond the curriculum. The following are relevant national curriculum statements for each Key Stage 1.

Key Stage 1

The PSHE curriculum guides students to:

- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong – including inappropriate touching;
- Share their opinions on things that matter to them and explain their views;
- Recognise, name and deal with their feelings in a positive way;
- Think about themselves, learn from their experiences and recognise and enjoy what they are good at;
- Realise that people and other living things have needs, and that they have responsibilities to meet them (How they affect other people);
- How to make simple choices that improve their health and wellbeing;
- Listen to other people, and play and work co-operatively;
- Identify and respect the differences and similarities between people;
- Acknowledge that family and friends should care for each other;
- Learn about bullying – there are different types, that it is wrong, and how to get help to deal with bullying.

There are other opportunities to reinforce these topics across the wider curriculum:

English
- There are opportunities to develop speaking, listening, and group work, and to explore situations and emotions within the English curriculum.

Science
- How to treat animals with care and sensitivity. Link this to how your actions can affect another creature.

PE
- Knowledge and understanding of fitness and health. Include how exercise can help you deal with your stress. Identify the benefits of being involved in sport for forming relationships, learning interdependence etc.
- Dance activities. Use dance to express and communicate ideas and feelings. Also, cover dance from different times and cultures to explore differences.

ICT
- How to find information. Look for information about emotional health and wellbeing.

Art and Design
- Exploring and developing ideas. A good opportunity to explore and communicate feelings.

Key Stage 1 activities should include the importance of friendship, positive ways of coping with life's ups and downs, recognising that everyone has similar worries, and coping with disappointment. Students could fill in charts, draw, write about or talk through how they feel in a variety of situations, complete stories, make collages or explore ideas further through dance and drama. Older students could draw a cartoon strip or write an article for a magazine.

Appendix 5

How will Cyberbullying be managed?

(With reference to Schools and Settings e-Safety Policy Template 2012, KCC)

Cyberbullying can be defined as "The use of Information Communication Technology, particularly mobile phones and the internet to deliberately hurt or upset someone" DCSF 2007

Many young people and adults find that using the internet and mobile phones is a positive and creative part of their everyday life. Unfortunately, technologies can also be used negatively. When children are the target of bullying via mobiles phones, gaming or the Internet, they can often feel very alone, particularly if the adults around them do not understand cyberbullying and its effects. A once previously safe and enjoyable environment or activity can become threatening, harmful and a source of anxiety.

It is essential that young people, school staff and parents and carers understand how cyberbullying is different from other forms of bullying, how it can affect people and how to respond and combat misuse. Promoting a culture of confident users will support innovation and safety.

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

• every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

• gives headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

Where bullying outside school (such as online or via text) is reported to the school, it should be investigated and acted on.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feels that an offence may have been committed they should seek assistance from the police.

Cyberbullying (along with all other forms of bullying) of any member of the school community will not be tolerated.

There are clear procedures in place to support anyone in the school community affected by cyberbullying.
All incidents of cyberbullying reported to the school will be recorded.
There will be clear procedures in place to investigate incidents or allegations of Cyberbullying.

• Pupils, staff and parents/carers will be advised to keep a record of the bullying as evidence.
• The school will take steps to identify the bully, where possible and appropriate. This may include examining school system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
• Pupils, staff and parents/carers will be required to work with the school to support the approach to cyberbullying and the school's e-Safety ethos.

Sanctions for those involved in cyberbullying may include:

• The bully will be asked to remove any material deemed to be inappropriate or a service provider may be contacted to remove content if the bully refuses or is unable to delete content.
• Internet access may be suspended at school for the user for a period of time. Other sanctions for pupils and staff may also be used in accordance with the school's Friendship and Anti-Bullying Policy, Behaviour Policy or Acceptable Use Policy.
• Parent/carers of pupils will be informed.
• The Police will be contacted if a criminal offence is suspected.

DfE and Childnet have produced resources and guidance that can be used to give practical advice and guidance on cyberbullying: http://www.digizen.org/cyberbullying