

# Hertfordshire County Council

Goldfield Infants' and Nursery School



# Anti-Bullying Policy

Committee	Learning Matters
Next Review	Summer 2019
Duration	1 year
Approved FGB	Summer 2018



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## Anti-Bullying Policy

### Introduction

At Goldfield we work to ensure the children feel safe, secure and free from hurtful behaviour of any kind. We have strategies and initiatives to engage and support the children as they grow and mature in their emotional well-being and relationships with others. It is a government requirement that all schools have an anti-bullying policy, bullying is rare in settings with pupils under seven years of age.

This policy reflects a consistent school response to any hurtful behaviour that may occur and outlines the strategies in place to prevent it. We aim to make all those connected with the school aware of our opposition to bullying, and we outline each person's responsibilities clearly. DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to). Below is the accepted definition along with different types of bullying.

### Definition

Bullying definitions usually contain 3 elements:

1. The behaviour is intended to cause distress
2. There is an imbalance of power between the bully and target
3. The behaviour is repeated

### Types of Bullying

1. Can be short term or long term
2. Based on race, gender, appearance, size, material possession, sexuality or any other perceived difference
3. Physical, psychological, social, verbal or via technology in form
4. Intended to threaten, frighten, intimidate, subdue, isolate or create mental or physical harm

Our priority is to ensure the children feel safe and know that it's always important to talk about how they feel so that we can support each other as a community. It is a subject that we take extremely seriously. Our children are very young (three to seven years of age) with a range of maturities - incidents that could be perceived as bullying can be the result of behaviour that arises from their spontaneous, egocentric nature (young children have a tendency to perceive, understand and interpret the world in terms of their own self). The essential message for our children is that if anything concerns them during their time in school they talk to someone about it.

We have clear policies and procedures in place for identifying, tracking and recording any behaviour that causes concern and our comprehensive PSHE curriculum, including the TLC and Building Learning Power initiatives, ensures that feelings and behaviour are a continual focus. The weekly objectives are displayed in the hall for children to view and a continual focus for assemblies. In a recent survey all of the children said that they felt safe in school. When asked who they would go to if they needed help the children mentioned a wide range of representatives from the school community including their peers, teachers, teaching assistants, midday supervisors. It was wonderful to gain such a positive response from the children, especially how highly they regarded their peers as a source of care and support. We will continue to build on this positive Goldfield ethos.

The three words that we focus on to enable the children to fully understand the message in a lasting way are Talk, Listen, Care (TLC) and to help even the youngest children we have visual symbols to be displayed in each class.





We ask parents to share this message at home. To introduce and offer further reinforcement 'Talk Listen Care Week' takes place each November to coincide with national Anti-Bullying Week. Activities are planned for this week to enable the children to feel confident and talk about issues such as behaviour, helping others when they need it, discussing feelings, being a good friend, co-operation and teamwork. The important message of talking and sharing any concerns with others, and listening carefully to offer support, is reinforced in a variety of ways.

The schools BLP (Building Learning Power) strategy sets high standards for behaviour, self-control and independence, with an emphasis on co-operation modelled by its 4 superheroes. This overarching framework reflects the ethos of our school encouraging positive relationships, teamwork, and empathy for others.



The curriculum plays an important role. Here is an overview of the initiatives and programmes used at Goldfield which form part of our PSHE curriculum (Personal Social Health Education) and BLP certificates are awarded on a Friday. Regular meetings are held to review and evaluate the curriculum.

The Nursery follow Golden Rules, discuss behaviour and begin to differentiate and establish what behaviour is acceptable in a group playing and working together. They have the 'sunflower' system in which they gain a petal for helping others and growing in confidence and trying new activities and experiences. **Ephra** the listening elephant also encourages the children to listen carefully and share news and events with others.



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, or hurtful behaviour, and make clear each person's responsibilities.

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

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.

The Headteacher ensures that all children know that all hurtful behaviour is wrong, and that it is unacceptable in this school. The Headteacher draws the attention of children to this fact at suitable moments and through special events. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why the schools policy of rewards and sanctions is in place. All assemblies have a social and emotional theme to promote close relationships, empathy and understanding.

The Headteacher ensures that all staff, including the lunchtime team, receive sufficient training to be equipped to identify and deal with all incidents of hurtful behaviour.

The Headteacher sets the school climate of mutual support and praise for success, reducing the likelihood of an incident. 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 and support staff**

All the staff in our school take all forms of hurtful behaviour seriously, and seek to prevent bullying taking place.

Teachers keep their own records of any 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 children and nurture feelings of safety. If a child experiences hurtful behaviour the teacher works closely with the child, parents and the Headteacher to provide support and resolution.

If an incident of hurtful behaviour has taken place between members of a class, the teacher will deal with the issue immediately. This may involve individual strategies and support for the victim, and punishment for the offender. Time is spent talking to the child, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in hurtful behaviour, the teacher informs the Headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the social services.

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, and to practise the restraint required to avoid lapsing into hurtful/bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to create a positive atmosphere. The BLP curriculum promotes PSHE themes including anti-bullying discussions. The Schools 'Super-Learning Council' and Playground Squad provide peer support and pupil voice. A 'friendship bench' provides a place to go to find friends and talk to peers. The TLC initiative focuses on giving the children a voice to always talk about concerns. A 'Talk Box', song, stickers and other resources support it and an annual 'Let's Talk Week' highlights issues around relationships and bullying. Well-being and emotional support also offer a supportive environment with positive role models. Activities including yoga, play and art therapy, the One O'clock Club at lunchtimes and 2 Calm Rooms are also available to build self-esteem alongside positive relationships.

## **The role of parents**

Parents who are concerned that their child might be experiencing hurtful behaviour, or who suspect that their child may be the perpetrator of such behaviour, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. The team at Goldfield Infants' and Nursery School are fully committed to working in partnership with parents.



## **The role of pupils**

Pupils are encouraged to tell anybody they trust if they are experiencing hurtful behaviour (or are feeling concerned or unhappy in anyway), and if the behaviour continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including hurtful behaviour and bullying, in the annual pupil questionnaire and by using the 'talk box' in each room.

Our Super-Learning Council helps by listening and feeding back to the Headteacher following class discussions and circle times.

## **The role of governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from the school. The governing body will not condone any hurtful behaviour in school, and any incidents that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of hurtful behaviour that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher 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.

A parent who is dissatisfied with the way the school has dealt with an 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 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.

## **8 Monitoring and review**

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually with the Headteacher. Governors analyse information from staff 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.

This policy will be reviewed annually.