

# Cecil Gowing Infant School Anti-Bullying Policy



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Signed .....I. Stubbs      Date 3.9.20  
Headteacher

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Chair of Governors

# CECIL GOWING INFANT SCHOOL

## ANTI-BULLYING POLICY

### AIMS AND VALUES OF THE SCHOOL



### INSPIRING IMAGINATIONS

#### **We believe**

children are active participants in their learning who:

- want to explore and learn about the world around them;
- enjoy being creative;
- are happy when they are encouraged to succeed and know that their best efforts are highly valued;
- need to feel part of a community;
- need to feel valued as individuals.

adults help children with happy successful learning when they:

- respect and value children as individuals;
- lead by example;
- work together as a team;
- nurture and guide children in a calm atmosphere;
- see themselves as learners too;
- expect children to succeed.

Our school community, of adults and children (including their parents and carers), is one in which each member is valued for his or her unique contribution to the happiness and success of us all. We believe that it is important to understand the need to respect people's cultures and customs and we do not tolerate any form of racist behaviour. In our community all the members are active learners and we expect them to achieve to the full extent of their ability.

## **Introduction**

Our aim is for a happy and caring school, in which all children have the opportunity to achieve the very highest standards. We do this by caring for and respecting each other.

Bullying can happen in any school, but we do not want it to happen here, and by following this policy want to prevent it happening or deal with it as quickly and effectively as we can if it does.

## **What is bullying?**

**‘ Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’ DfE 2011**

Bullying is the act of intentionally causing unhappiness to others. It is -:

- deliberately hurtful (including aggression)
- repeated often over a period of time
- difficult for the target of the bullying to escape from
- always wrong
- never the fault of the person being bullied

It can take many forms, but the three main types are:-

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

Name calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour, or some form of disability.

## **Children’s understanding of bullying**

Young children may easily confuse bullying with fighting and nasty experiences generally, but difficulties in identifying bullying will not prevent us from taking action. Most children say they would not join in bullying, but unfortunately few say that they would help someone who was being bullied.

Despite being told to tell an adult at school, children are more likely to tell someone in their family if they are being bullied. It is **essential** that the classteacher or head teacher is contacted immediately if a child says they are being bullied. It is important that all claims of bullying are taken seriously at home and at school.

## **Talking about bullying**

In school we discuss bullying as a part of RE, PSHE, in Assemblies, Class/School Councils and Circle Time. We encourage pupils to listen to each other, to respect each other and their beliefs. If children have problems in establishing friendship groups we encourage other children to become a ‘circle of friends’ to help them. Children are encouraged to think about the effects of bullying, and are generally aware that it is unacceptable behaviour.

All children in school are told that bullying is unacceptable.

### **Dealing with Bullying**

Children are given guidelines about how they should deal with bullying.

Children are taught to

- 1) Say 'Stop ..... (whatever they are doing) to any behaviour they do not like.
- 2) Move away if it continues.
- 3) Ask an adult for help if it still continues.
- 4) If they observe bullying behaviour to take action to ensure that it stops. E.g. telling an adult what they have seen.

In school we:-

- never ignore suspected bullying of any kind
- don't make premature assumptions
- listen carefully to all accounts – several pupils saying the same does not mean that they are telling the truth
- adopt a problem-solving approach which moves pupils on from justifying themselves
- follow-up repeatedly, checking bullying has not resumed.

'Disciplinary measures must be applied fairly, consistently, and reasonably taking account the needs of vulnerable pupils.' DfE 2011

Bullying behaviour may be an indicator of safeguarding issues; this will always be considered and the school's Safeguarding Policy followed.

If an allegation of bullying is made on or off school premises, the school will work with parents and children to resolve the matter.

We continue to work to develop our outdoor play so that children are purposefully involved in play activities, and consult with the children about the organisation of the play activities. The Midday Supervisors work with the head teacher to ensure that the lunchtime period is managed well, and support children in their play. They report any suspected bullying to the head teacher.

The anti-bullying policy is reviewed and discussed regularly, including any support staff may need with specific issues.

For Further Information please see  
Preventing and Tackling Bullying DfE 2011

We have written our own anti-bullying leaflet and send these out regularly to inform parents of our procedures and raise awareness. Cecil Gowing Infant School does not tolerate bullying of any kind.

