



Ty Isaf Infants and Nursery School

Anti-Bullying Policy

The Governing Body of Ty Isaf Infants School believes that no child should be at risk of ongoing and sustained scapegoating and bullying from another individual or group of individuals. The Governing Body aims to:-

- reduce and eradicate, wherever possible, instances in which pupils are subjected to bullying in any form;
- meet any legal obligations, which rest with the School.

DEFINITION:

Bullying is nearly always spoken of in the context of schools. Bullying transcends distinctions of class - so what is it and how can it be defined?

Bullying is the exercise and abuse of power. This can take many forms:

- intimidation (verbal and physical);
- exclusion;
- extortion;
- teasing.

Bullying can take many forms and may be short term or continued over many years. It may be physical, verbal or even just a look. The intimidation may be subtle or overt. Bullying can cause great unhappiness and, on occasions, has led to death. The Governing Body believes bullying can be defined as:

"Behaviour by one or more people which produces damaging or hurtful effects, physically or emotionally, to any individual."

It is, therefore, imperative that, as a school, we are aware that it will sometimes take place. To this end, we must understand who are the bullies and the victims, what characterises their behaviour and be aware of all the strategies we can employ to help prevent bullying.

AIMS:

- to raise an awareness of all staff to the possibility of bullying in school;
- to find a positive approach to the problem;
- to teach correct behaviour through the building of self-esteem and respect for others.

The crucial factor in the "shaping" of a child's behaviour is the quality of the relationship between the child and the teacher. This needs to be fostered. There is a

need to have a consistent approach by all teachers and staff within the school. A whole school view of how teaching and learning is organised is crucial. If, as a school, we constantly focus on what is bad, i.e. list of rules beginning with "Don't" - negative attitudes will be reinforced.

In our school, we hope that a positive behaviour policy will be successful in creating an orderly and purposeful community. We hope inappropriate behaviour will be marginalised by the promotion of good behaviour.

E Safety:

The education of pupils in E-Safety is an essential part of the school's E-Safety provision. Children need the help and support of the school to recognise and avoid E-Safety risks and build their resilience.

E-Safety should focus in all areas of the curriculum and staff should reinforce E-Safety messages across the curriculum. The E-Safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

- a planned E-Safety curriculum should be provided as part of ICT / PSE / or other lessons and should be regularly revisited;
- key E-Safety messages should be reinforced as part of a planned programme of assemblies and pastoral activities;
- pupils should be taught to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information;
- pupils should be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet;
- staff should act as good role models in their use of digital technologies, the internet and mobile devices;
- in lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches;
- where pupils are allowed to freely search the internet, staff should be vigilant in monitoring the content of the websites the pupils visit.

(See E-Safety Policy)

Terrorism and Radicalisation:

The 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. Pupils who attend out of school education have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

The main aims are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen in the local community and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

Signs of Vulnerability:

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- Underachievement;
- Being in possession of extremist literature;
- Poverty;
- Social exclusion;
- Traumatic Events;
- Global or national events;
- Religious conversion;
- Extremist influences;
- Conflict with family over lifestyle;
- Confused identity;
- Victim or witness to race or hate crimes;
- Rejection by peers, family, social groups or faith.

Recognising Extremism:

- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation;
- Make referrals to appropriate agencies with regard to concern about radicalisation ;
- Liaise with partners, including the LA and the police;
- Report to the Governing Body.

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and have access to the contact details to do this via the safeguarding board in the staffroom and also displayed around the school.

The role of the curriculum:

Our curriculum is 'broad and balanced' and promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school, it is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. The filtering systems in our school blocks inappropriate content, including extremist content.

SOME MYTHS WHICH HELP FOSTER BULLYING:

These are sometimes heard expressed in the community. As a staff we must be aware of them and be able to express reasons why, as a school, we do not uphold them:

- "If he hits you - hit him/her back".
- "Don't tell tales".
- "Big boys don't cry".
- "He/she must learn to look after him/herself".
- "It never did me any harm".
- "Boys will be boys".
- "It's part of growing up".
- "Only playing".

POSSIBLE SIGNS AND SYMPTOMS THAT A CHILD MAY BE BEING BULLIED:

- being unwilling to come to school and making continued excuses to avoid going;

- begin to regress in school work;
- having clothing, books and schoolwork torn or damaged;
- becoming withdrawn;
- stammering;
- stop eating;
- developing stomach and headache;
- parents reporting that children are crying themselves to sleep, bedwetting and having nightmares;
- having unexplained bruises, scratches or cuts;
- having their possessions go missing;
- asking for money or beginning to steal;
- refusing to say what is wrong;
- aggression eruptions/tantrums;
- constant attention seeking - over pleasing.

All staff should know the children in their care and be alert to any of the above behaviour changes, which could be systematic of bullying.

WAYS IN WHICH TY ISAF INFANTS' SCHOOL TRIES TO ADOPT A POSITIVE APPROACH TO BULLYING:

- through our school ethos and school aims, we endeavour to help all children experience success and develop a sense of self-esteem. We stress the need to create an environment which is characterised by mutual respect;
- the school's Behaviour Policy underwrites this ethos and stresses the need to promote good behaviour and not just control the bad;
- all staff have helped develop the Behaviour Policy and are committed to the ethos which underlies it;
- the children create their own rules for the classroom and the playground and the reasons for them and are encouraged to keep them;
- we aim to bring about the situation in which children themselves discourage bad behaviour and bullying. We encourage children to report incidents - we are a "telling school";
- we try to ensure that there are adequate supervision arrangements, particularly at times and in places where bullying is likely to take place i.e. cloakrooms and toilets;
- children are never left totally unsupervised in classrooms;
- should an incidence of bullying be reported, it is referred to the Head Teacher and the child / children are closely monitored;
- if a parent or child reports an incidence of bullying to a teacher, the teacher must inform the Head or Deputy Head Teacher. Investigations and discussion must take place with the child concerned and parents must be informed of the outcomes of investigations;

- dinner supervisors have job descriptions and guidelines on how to deal with problems and suggestions of games and ways in which to entertain the children; The supervisors meet with the Head Teacher to discuss problems, both formally and informally, as the need arises;
- the advice and support of the Governing Body is sought when drawing up policies on behaviour.

THE ROLE OF THE TEACHER:

- class teachers must ensure that their relationship with the children is characterised by mutual trust, so that children feel able to tell teachers they are being bullied;
- teachers must show positive attitudes in order to control behaviour. Teachers should provide the children with an "ideal role model";
- teachers, in line with the school Behaviour Policy, should place an emphasis on praising good behaviour and have high, positive expectations of the children;
- teachers should provide a balanced, differentiated programme of learning so that all children can expect to achieve success. Success should be celebrated;
- for the lower abilities there are opportunities to achieve when offered a wider curriculum access and all classes are given that opportunity at Ty Isaf Infants' School. The curriculum taught encourages achievement of all kinds;
- the children should be encouraged to work collaboratively;
- teachers should ensure that conversations about "caring and sharing" and being kind are a regular aspect of classroom, teacher-led discussion;
- teachers should encourage the children to discuss the need for positive classroom rules;
- if children or parents report bullying, the report should be listened to, taken seriously and appropriate enquiries made. The outcome of the enquiries should be known to all involved;
- bullying should always be seen as a serious problem. A child caught bullying should be made to understand, clearly and at once, the unambiguous disapproval of bullying. The additional reprimand, loss of privilege should be followed by additional action which encourages caring and responsibility;
- teachers should try to improve the self-confidence and self-esteem of the victims and ensure "bystanders" are given help and an opportunity to talk about what they have seen;
- it is school policy that the parents of the child/children involved in these cases are informed and their involvement and support is sought in resolving the problem;
- teachers' own classroom management and preparation must ensure that learning activities are pursued calmly and that inappropriate or disruptive behaviour is dealt with firmly.

Helping Those Who Have Been Bullied

It is important, in the first instance, to believe the recipient=s version of the events and to assure them that they have acted correctly in coming to you. It is important that you actively listen to them.

Ask them to tell you what happened by asking neutral questions:

- Tell me what happened;
- Who was involved?
- When and where did this happen?
- What did you do or say at the time?
- How often has this happened or is this the first time?
- Was there anyone who saw or heard this?
- Have you spoken to anyone else about this?
- How have you been affected by this?

It is not helpful to anyone if you conduct an interrogation or if you make comments or ask questions that make them feel in some way that they were responsible for the behaviour, or that their complaint is trivial or time wasting. Do not convey the impression that the recipient should feel guilty about being bullied and need to seek help.

Nurture

Anti-bullying is also supported through our Nurture within the school. Early intervention is the most effective way to address any unmet social, emotional and behavioural and mental health needs of children and young people. Nurture can broaden horizons and life opportunities of all children especially our most vulnerable and promote and protect emotional wellbeing and mental health.

Through a nurturing experience children become more socially adept, emotionally resilient and self- confident. Encouraging children through nurture also allows them to learn how to engage with their peers, communities and to take pride in their achievements.

At Ty Isaf Infants School our nurturing school creates a positive and supportive approach, based on well documented psychological theory and research. The whole school operates practices and follows principles that are supportive in developing secure attachments, creativity in play, and emotional resilience.

6 Nurture Principles

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Policy Authorised by:	Mrs Deborah Noble	Chair of Governors
Policy implemented by:	Miss Sarah Cullen	
Date of implementation:	October 2015	
Date of review:	October 2016	
Reviewed by GB:	March 2018	
Reviewed by GB:	May 2021	
Reviewed by GB:	July 2022	