Mission statement
At Spire Nursery and Infant School we aim to:

- Provide a happy, secure and welcoming school where each child wants to learn and has high ambitions for their future.
- Provide a stimulating and inclusive environment where children can observe, explore, question and discuss, developing a range of learning skills
- Promote access to outdoor learning opportunities whenever appropriate

We believe that all children should...

- Have access to learning opportunities that are appropriate to their individual needs

- Experience a sense of personal achievement and to celebrate their own and others' success

- Have their medical and physical needs met

Rationale

Spire Infant and Nursery School believes that:
- Bullying, including cyber bullying, is undesirable and unacceptable.
- Bullying, including cyber bullying, is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Children and young people should talk to an adult if they are worried about bullying, including cyber bullying, and have a right to expect that their concerns will be listened to and treated seriously.
- Children and young people should be involved in decision-making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying, including cyber bullying, and other forms of abuse.
- We tackle bullying, including cyber bullying, best by encouraging an environment where individuality is celebrated and individuals can develop without fear.

Define Bullying

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally' (Preventing and Tackling Bullying, Advice for headteachers, staff and governing Bodies, March 2014, Department for Education).

Aims

Spire Infant and Nursery school has agreed the following objectives:

- Our whole community can evidence ownership of the school/setting anti-bullying policy
- To maintain and develop effective listening systems for children, young people and staff. To ensure all staff deal with incidents of bullying, including cyber bullying, effectively and promptly
- To equip all staff with the skills and information necessary to deal with incidents of bullying
- To involve the wider school community (e.g. midday supervisors, part-time staff/volunteers, partners) in dealing effectively with, and if necessary referring, bullying, including cyber bullying, incidents
- To communicate with parents and the wider school community effectively on the subject of bullying
- To acknowledge the key role of every staff member in dealing with incidents of bullying

- To ensure that all incidents of bullying, including cyber bullying, are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations

What constitutes bullying and what doesn't

Definition	Types
Physical Bullying (anything causing bodily harm or physical abuse)	Physical bullying is the most obvious form of bullying. It occurs when pupils' physical actions are used to gain power and control over their targets. Examples of physical bullying can include kicking, hitting, punching, slapping, shoving and other physical attacks. Physical bullying can be identified as frequent.....
Verbal bullying (Direct verbal – verbal sexual harassment, racial or religious slurs, homophobic bullying, threatening)	Perpetrators of verbal bullying use words, statements and name-calling to gain power and control over a target. Typically, verbal bullies will use relentless insults to belittle, demean and hurt another person. They choose their targets based on the way they look, act or behave.
Emotional Bullying (Mental – exclusion, public humiliation, sabotage of friendships or academic achievements)	Relational bullies often ostracize others from a group, spread rumors, manipulate situations and break confidences. The goal behind a relationally aggressive bully is to increase their own social standing by controlling or bullying another person. A child on the receiving end of relational aggression is likely to be teased, insulted, ignored, excluded and intimidated.
Cyber Bullying (- being threatened using technology)	Using the Internet, a mobile phone or other technology to harass, threaten, embarrass or target another person, this is called cyberbullying. If an adult is involved in the harassment this is called cyber-harassment or cyberstalking. http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/

Our school curriculum

Our school curriculum has been developed using the National Curriculum 2014 and our skills-based curriculum document, therefore encouraging the acquisition of knowledge and understanding alongside transferable skills that will equip children for the world of work.

What do we do to prevent bullying?
Everyone involved in School life must take responsibility for promoting a common anti-bullying approach.
Through the consultation process, all involved have agreed to:

Planning EYFS and Key Stage 1

SEAL is embedded in the school curriculum and children are taught skills of empathising with others. They are taught to develop an understanding the feelings of others and are taught to value and support others with respect for diversity.
Similarly social skills taught enable children to consider how to be friendly (developing positive relationships), promote a sense of belonging within their school community, to resolve conflicts and to be assertive when appropriate.

Each year Spire School takes part in the National Anti-Bullying week to promote awareness for pupils, parents and staff.

Environment

A safe and secure school environment is essential to all learning. Displays and posters around the school reflect cultural diversity and inclusive messages for all members of the school community. The Buddy stop is placed on the playground each playtime and children volunteer to help children who need additional support with making friendships. Each class has an 'Eeyore' system where parents and children can anonymously express any concerns or worries that they feel need addressing within the school environment.

EYFS and Key Stage 1

In order to minimise the incidence, and for the school community to gain an understanding of the effect of bullying, the teachers and teaching staff at Spire use various educational elements to increase awareness. These include PSHE (circle time), coverage of the SEAL document say 'No to Bullying' stories, assemblies, drama and group discussions including class councils. We avoid opportunities of bullying through careful staff supervision and through ensuring that risks in key areas in the school at all times are minimised through pro-active staff presence. Changes in behaviour are picked up by staff and discussed often on an informal basis and initial concerns are shared. Any pupils causing concern, whether they appear to be a victim or potential bully, are raised. Staff may be asked to subtly monitor pupil interactions and report back on any further concerns. This in turn continues to keep staff aware of any problems and be pro-active in their response to potential bullying, especially low level unpleasantness.

Resources

Children will follow age the age appropriate scheme of work (SEAL document) to ensure that the taught curriculum is spiral and children have opportunity to revisit their learning at a developmentally appropriate level.
EYFS: Red booklets
Year 1 and 2: Blue booklets
Intervention and additional support in PSHCE and SEAL will be identified by staff as and where appropriate. (See behaviour policy).
Additional books relating to difference and diversity are kept in a separate school library for teachers to use at their discretion to address or challenge attitudes within their class as they arise.

http://nobullying.com/different-types-of-bullying/
http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/

Links to other areas of the curriculum

PSED and PSHCE underpins all learning within Spire Infant and Nursery school and developing positive relationships is key to our school ethos.

ICT
The use of ICT is an integral part of teaching and learning in all areas of the curriculum. All children are given the opportunity to use ICT regardless of gender, race, culture or ability. Children experience reading texts and playing word games on the interactive whiteboard, computers and IPADs in school.

The Role of Governors

Governors monitor   curriculum policies and ensure they follow the school's strategic direction through approval at Governor Meetings.

They evaluate the effectiveness and impact of curriculum policies through

- reports from the Head teacher, SLT and Curriculum Leaders
- learning walks, visits and work scrutiny
- Assessment and attainment data.

Role of parents – Dealing with an incident

Whenever a bullying, including cyber bullying, incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Before progressing it may be useful for parents/carers to consider the following:-

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?

(Although incidents may not be bullying they should always be followed up thoroughly in the school/setting and dealt with appropriately.)

1	The school community needs to be made aware that when a bullying, including cyber bullying, incident has come to the attention of adults in the school, it has been taken seriously and action has resulted. School expects to support all involved by: • Talking the incident through with all parties involved • Supporting the person who has been bullied to express their feelings • Supporting the person displaying the bullying behaviour to express their feelings • Explore the use of Restorative Approaches • Discussing which rules(s) have been broken • Discussing strategies for making amends
2	Measures will be in line with the school's behaviour and discipline policy, and may include: • Explanation why the inappropriate behaviour is unacceptable • Reparation of damaged relationships • Restorative Approaches o Time away from an activity • Meeting with staff, parent and child • Missing another activity o Formal letter home from the senior staff member/head teacher expressing concerns • Time out from the classroom • Pastoral support plan • Detention after school

	• Fixed term exclusion • Permanent exclusion
3	Safeguarding procedures will be followed when child protection concerns arise

Equal opportunities and Inclusion.

We ensure that all pupils have equal access to a broad and balanced curriculum regardless of but appropriate to their level of development, ability, race or gender .We do this through planning that is differentiated to meet the needs and learning styles of all pupils in the class.

Health, safety and risk assessment

Activities are planned with due regard to our Health and Safety Policy. Risk assessments are undertaken as appropriate and kept in the H&S file.

Continuity and progression

Children will follow age the age appropriate scheme of work (SEAL document) to ensure that the taught curriculum is spiral and children have opportunity to revisit their learning at a developmentally appropriate level.
EYFS: Red booklets
Year 1 and 2: Blue booklets
Intervention and additional support in PSHCE and SEAL will be identified by staff as and where appropriate. (See behaviour policy).

Assessment, recording, reporting.
Please refer to the assessment, recording, reporting policy.

Date agreed by governors: June 2015
Date for next review: June 2018

Policy links:

Safeguarding Policy

Equality Policy

Medical Needs Policy

Behaviour Policy

CME Policy

Acceptable Use of the Internet Policy

Code of Conduct foe Staff

Antibullying Policy

External Contributors Policy

Private Fostering Policy

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