



Anti-Bullying Policy

'Every Child, Every Chance, Every Day'

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| Reviewed By | Aimee Reilly | Policy Owner | November 2024 |
| Approved by | Cate Gregory | Headteacher | November 2024 |
| NEXT REVIEW | | | November 2027 |

Statement of intent

Shirley Infant School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. As a school, we aim to provide a safe, secure environment where all can learn without pressure. We believe that everyone has the right to be valued, cared for and feel safe within our school and wider community. We ensure that everyone is aware of how to keep themselves and others safe and are aware of the behaviour that is expected and acceptable (UNICEF Article 3). They are made aware of how to recognise when pressure from others (including people they know) threatens their personal safety and well-being and know how to use and develop effective ways of resisting pressure and know where to get help.

This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school. Our school values of: kindness, respect and integrity underpin this, along with our Behaviour and Relationships Policy. The Education and Inspections Act 2006

outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. All staff, parent and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Aims and objectives

This policy aims to produce a consistent school response to any bullying incident that may occur. We aim to teach those values, attitudes and skills which foster mutual respect and caring in children. We hope to create an open, but secure environment where incidents can be reported confidentially. We ensure that any pupil who may experience bullying is made to feel safe and secure and knows they will be heard and taken seriously (UNICEF, Article 13). This includes specific support that may be needed for vulnerable groups or individuals. As a staff we aim to protect all parties while the issues are resolved. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

All staff are responsible for:-

- Ensuring that pupils know they can confide in their teacher or a grown-up they trust.
- Showing pupils that bullying is taken seriously.
- Making pupils who are bullied feel safe in school.
- Dealing immediately and sensitively with incidents of bullying.

- Teach pupils through PSHE and circle times to respect others feelings
- Providing opportunities for children to have 'bubble-time' and recording the 'bubble-time' in the appropriate folder.
- Providing all children involved in the incident with the opportunity to reflect on what happened and their feelings through restorative practise.
- Recording incidents as well as pupil/parental concerns on CPOMs.

Head teacher, Deputy Head teacher or Year Leader (with support of PSHE lead if needed) will: -

- Inform parents and give them the opportunity to express their views about the situation.
- Work with parents and staff to resolve the problem in a positive manner.
- Advise parents on supporting their child.

The Head teacher and Class teacher & Class Teaching Assistant will:-

- Support all parties involved while the problem is being resolved.
- Encourage the pupil who bullies to modify their behaviour until it becomes acceptable.
- Provide follow up support for both parties and oversee modified behaviour.
- Inform key members of the school team in order to support / monitor behaviour of the child who is being bullied and the child who is bullying

Parents are responsible for:-

- Informing their child's class teacher or phase leader if they have any concerns that their child is the victim of bullying or involved in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:-

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.

Any adult in the school community who feels that they have become a victim of bullying should consult the Head of School or Chair of Governors.

Definition of Bullying

We define bullying, in accordance with National and the Anti-bullying Alliance as:

National:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

Anti-bullying Alliance:

“Usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups. The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Bullying is behaviour which can be defined as the repeated attack, physical, psychological, social, emotional or verbal on those who are powerless to resist, with the intention of causing distress for gain, gratification or impact. (UNICEF, Article 24).

Bullying is generally characterised by the following 4 elements:

Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.

Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.

Targeting: Bullying is generally targeted at a specific individual or group.

Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Bullying behaviour can be:

Physical: Kicking and hurting

Verbal: Name calling, taunting, mocking, making offensive comments, spreading hurtful rumours

Emotional: Taking/damaging belongings or

Sexual: Unwanted physical contact, abusive comments

Online/Cyber: Inappropriate messaging via any form of social media, including text messages

Indirect: Exploitation of individuals

This policy links strongly with the schools Safeguarding Policy. As a school we recognise that children may be harmed/abused by other children or young people. This is generally referred to as peer-on-peer abuse and can take many forms. This can include (but is not limited to) bullying, (including cyber bullying) and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under safeguarding rather than anti-bullying procedures. Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect. Sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling of otherwise causing physical harm; upskirting, abuse within intimate partner relations, sexting and initiating/hazing type violence and rituals are recognised as other forms of peer on peer abuse. KCSIE (2024) also adds to the definition of safeguarding to include the phrase "protecting children from maltreatment, whether that is within or outside the home, including online." Practitioners have been referring to this idea as 'Contextual Safeguarding'. This is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families, also referred to as extra familial harms.

Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums: Verbal Physical Emotional Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focuses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily consists of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived 'quality' of their clothing or belongings

What to look out for / signs of bullying

It can be hard for adults, including parents, to know whether or not a child is being bullied. A child may be too frightened to tell anyone in case the bullying gets worse or they might believe that they deserve, or are responsible for, the bullying that they have experienced. Bullying or online bullying can affect a child's health, and it can cause emotional and behavioural problems. As it is often non-physical the effects may not be visible. However, there are several warning signs that you can look out for in their appearance and behaviour – although no sign indicates for certain that a child is being bullied or online bullied.

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
 - Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour. Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following: They have experienced mental health problems, which have led to them becoming more easily aggravated They have been the victim of abuse Their academic performance has started to fall and they are showing signs of stress If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation

Tool kit for dealing with bullying behaviour

Any inappropriate behaviours that could be considered 'bullying', will be taken seriously at all times. These will be reported in the following ways:

- Written or verbal communication from a child or parent
- Staff will then spend a week investigating and collect information. A note will be put on the staffroom board to monitor identified children.
- Any adult working in school will record any observed or communicated behaviour on CPOMS



If a member of staff recognises or has any concerns that bullying behaviour is taking place they will report it to the DSL.



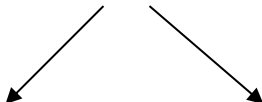
Teacher will be asked to speak to the child/children concerned through bubble-time to identify any concerns/worries.

Teacher observes the children in classroom and playground. Record incidents/observations on CPOMS.



Do you consider this incident as 'bullying'?

Either way a follow up discussion would take place with parents



NO

Ensure the incident is recorded on CPOMS and regularly monitor the issue
Give the child strategies to quickly Report further concerns, e.g bubble Time, picture care

Yes

Child's class teacher speaks to all parties involved
This is recorded on CPOMS.

The perpetrator would have discrete teaching with the Leadership team or ELSA and follow up with restorative action. If they still go back to the behaviour we will put in place an IBP and behaviour skills intervention.

Class teacher to discuss the outcome with anti-bullying leader and Head teacher.

If NO

The offender is given the opportunity to correct their behaviour, which will be closely monitored. CPOMS will be completed.

If YES

The incident will be recorded in the child protection file. This will be regularly reviewed and monitored closely.

This procedure will be followed for any school and outside incidents

Reporting and recording incidents of bullying

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of communicating, interacting and expressing their own needs. We have a responsibility to respond promptly and effectively to issues of bullying.

Children are aware of the different ways to report bullying. Children know that all adults in school will listen carefully and take their views seriously (UNICEF, Article 12). Children can communicate their concerns through their own ways, this could be speaking, asking for bubble time, drawing, and writing. We will encourage pupils to report bullying in confidence through;

- Bubble time – each child is encouraged to share their worry with any adult within the school by asking for bubble time. Adults are very aware of our child protection policy and support the child/children sharing their worry and being able to pop their bubble afterwards. Referral could be made to the ELSA
- Restorative practice used with adults support to allow the children to talk through what has happened
- Playground friends and school council – these children are stationed in the playground during all playtimes and look out for children who may need them. Friendship groups are run throughout the week with children from Year 2 taking on the role to support children who need someone to play with. These opportunities can be outside in the playground or in a quieter environment.
- The Friendship Bench provides children with a space to communicate to others (children and adults) that they would like someone to play with or talk to.

Bubble Time provides an opportunity for any child to talk to any adult they chose about a worry they have. There are bubbles located around the school for children to use to indicate that they would like some Bubble Time.

It is through these systems that pupils can easily have access to reporting routes. Therefore, they will have confidence that their concerns are heard and will be treated promptly and seriously, safe in the knowledge that action will not make the situation worse. Pupils know who will deal with their concerns and will have trust in adults and the school kit will be used by all staff.

We will keep records of bullying incidents to enable us to

- Manage individual cases effectively.
- Monitor and evaluate the effectiveness of the strategies.
- Celebrate the anti-bullying work of the school.
- Address and adapt areas of our PSHE planning.
- Address and adapt the focus of Anti-Bullying week.

We promote an open and honest anti-bullying ethos through;

- The use of curriculum opportunities in Restorative practise, PSHE lessons and Rights Respecting Schools to draw out anti-bullying messages.
- Raising the awareness of the negative consequences of bullying, such as whole school assemblies and supporting the national anti-bullying weeks.
- Engaging pupils in the process of developing our anti-bullying policy.
- Allowing children to discuss their feelings at the time and reflect through restorative practise.

Persistent serious offenders will be taken to the Head teacher and again their parents informed.

As a last resort, on the very rare occasions where, in spite of all measures, a child does not respond the school will follow the procedures as laid down in the DfE circular of “Exclusions and the Education Act.”

In extreme cases, when physical intervention might be needed to restrain a pupil from injuring themselves or others, causing damage to property, or disrupting good order and discipline, the school will follow procedures laid down in Section 550A of the Education Act 1996 “The Use of force to Control or Restrain Pupils”.

Staff member responsible for implementation and review: Headteacher and PSHE Leader
Government Documentation that supports school policy:

Linked policies:

Behaviour and Relationships
Sex & Relationships
Staff Conduct
Whistleblowing
Equalities
Safeguarding Peer on peer abuse

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education and Inspections Act 2006
Equality Act 2010
Protection from Harassment Act 1997
Malicious Communications Act 1988
Public Order Act 1986
Communications Act 2003
Human Rights Act 1998
Crime and Disorder Act 1998
Education Act 2011
DfE (2017) ‘Preventing and tackling bullying’
DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
DfE (2018) ‘Mental health and wellbeing provision in schools’
DfE (2024) ‘Keeping children safe in education 2024’
DfE (2020) ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’