



Henleaze Infant School Anti-Bullying Policy

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Review Group	FGB
Ratification Group	FGB
Review Frequency	Subject to local education authority and/or national policy change
Review Date	March 2022
Previous Review Amendments/Notes	Updated in-line with KCSIE Sept 2018 and the DfE guidance "Preventing and Tackling Bullying" July 2017
Related Policies	
Equality Impact Assessment- Have any adverse impacts been identified under the Equalities Plan? (nb – if answered 'yes' please attach a Full Impact Assessment)	
Is there an impact on the Governor Handbook? (if 'yes' please inform Clerk)	
Chair of Governors Signature	

Henleaze Infant School

Anti-Bullying Policy

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2018

This policy outlines what Henleaze Infants School will do to prevent and tackle all forms of bullying. The school is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Definition of Bullying:

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Henleaze Infants School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Guidelines for dealing with bullying:

All allegations of bullying will be taken seriously by the staff.

1. Allegations of bullying, either made by children or by parents, will be carefully listened to.
2. Information will be gathered by the class teacher in a non-accusational way, by talking to all the children and parents involved. The headteacher will be informed about the results of this process by the class teacher.
3. All staff will be informed that there has been a problem and will assist in information gathering/observation.
4. Parents of a bully and a victim will be involved in setting targets for changing behaviour and sanctions, if appropriate. This will inform a School Action Plan, which will be monitored for effectiveness and reviewed on an agreed date.
5. School behaviour policies and use of circle time and other strategies should be setting a scene that encourages peer discussion of what is unacceptable

behaviour.

Henleaze Infant School is a 'Telling' School:

Working together as a 'telling' school is a whole school approach to tackling bullying or unkind behaviour.

This means that even if the bullying target does not feel confident to share their concerns or issues during circle time, or may be too afraid to tell a teacher, all the bystanders know that it's their duty to tell, and that they won't be accused of 'telling tales'. We believe bystanders are often a key to resolving bullying.

This policy is shared with children regularly during assemblies and circle times so that pupils are not made to feel that they are 'telling tales', and understand that this is a whole school approach.

Bullying the No Blame Approach

1. **Talk with the victim:** discuss feelings not factual evidence, suggest group involvement.
2. **Convene a meeting:** with the people involved – a group of 6-8 including the 'bully' and the 'victim/s'.
3. **Explain the problem: use a facilitator** to explain the victim's unhappiness. At no time discuss the details of the incidents or allocate blame to the group.
4. **Share responsibility:** no-one is to be punished. There is a collective responsibility to help the 'victim' to feel happy and safe.
5. **Ask group members for their ideas:** the teacher explains to the group how the victim is feeling, and the group then offers suggestions to find a solution to make the victim feel happier.
6. **Leave it up to them: the** group take responsibility for solving the problem.
7. **No written record.**
8. **Meet them again: meet again** approximately one week later. The Teacher discusses with each pupil how things have been going.

The whole school community will:

Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse). Bullying can occur in spoken, written or other forms, including via social media.

Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.

Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.

Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.

Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

Actively create "safe spaces" for vulnerable children and young people.

Celebrate success and achievements to promote and build a positive school ethos

Appendix 1: Children's anti-bullying Charter



At Henleaze Infant School we want to be good friends.

We do this by:

Being kind

Including others

Looking out for those who may be sad

Asking an adult for help if we need it

We don't accept bullying in our school

Bullying is when someone hurts someone or says unkind things over again.

We are a 'Telling School'

If someone is unkind to us or we see someone being unkind we ask an adult for help.