



Henleaze Infant School Anti-Bullying Policy

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Review Group	Curriculum Committee
Ratification Group	FGB
Review Frequency	3 years Subject to local education authority and/or national policy change
Review Date	21.3.25
Previous Review Amendments/Notes	
Related Policies	<i>Behaviour Policy</i> <i>Safeguarding and Child Protection</i> <i>RSE Policy (including online safety)</i>
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

Rationale:

Everyone at Henleaze Infant School has the right to feel welcome, respected, included, happy and safe. Our school is committed to actively working to prevent all forms of bullying and ensuring all members of the school community can thrive.

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" 2021

AIMS

1. To ensure that all people (children and adults) in the school community are able to work in a safe, secure environment where everyone is treated with kindness and respect.
2. To clarify for all members of the school community that bullying is not acceptable and will not be tolerated.
3. To ensure that all pupils, parents/carers, staff, governors and other stakeholders understand this policy and know that appropriate action will be taken.

Definition of Bullying:

Our children describe bullying as:

"when someone is mean to you (says or does unkind things) again and again"

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. This definition of bullying includes online abuse via the internet, text or social media.

Any of these may also have contexts which discriminate in relation to a person's 'protected characteristics' See equalities policy.

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

Henleaze Infant 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.

What the children say

We say “stop it I don’t like it” and if they don’t, we tell an adult who can help us.

All adults are vigilant for the signs of bullying and are aware that some children may not have the confidence to tell.

These are the signs of bullying to look out for:

- Obvious distress, such as tearfulness or persistently looking unhappy
- Unwillingness to come to school
- Frequent headaches, stomach aches or complaints of feeling unwell
- Isolation from other children/not “joining in”
- A sudden deterioration in the standard of work
- Reluctance to leave the classroom at the end of the day
- A tendency to stay close to staff during breaks
- Uncharacteristic behaviour
- General unhappiness/anxiety/fear

Actions To Tackle 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 curious and non-accusational way, by talking to all the children. The headteacher will be informed about the results of this process by the class teacher and a summary will be recorded on CPOMs. The bullying tag will be selected when the behaviour meets the school policy definition.
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 regularly monitored for effectiveness and reviewed on an agreed date. The actions will vary but will aim to support the emotional well-being of the victim, understand and support change in the behaviour of the bully and prevent future occurrences of bullying.

Whole School Ethos

To reinforce and support the caring, inclusive ethos of our school and promote a culture of mutual respect we will also:

- Prevent and raise awareness of bullying through the curriculum: through PSHE lessons, assemblies and support from adults in play.
- Through following the Jigsaw scheme of work which aims to support children to develop the personal and social skills of self-awareness, managing their feelings, empathy and social skills. Anti-bullying awareness will be explicitly taught during the Relationships and e-safety units as well as through a focus 'Friendship Week' each year that raises awareness of the impact of bullying.
- 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.
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Celebrate success and achievements to promote and build a positive school ethos

A school anti-bullying statement/charter has been written in consultation with the school council and is actively promoted in assemblies and shared with home.

TACKLING DISCRIMINATION

Harassment on account of a person's 'protected characteristics' is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur.

Staff at Henleaze Infant School are expected to:

- make it clear that discrimination is not acceptable
- challenge prejudice and stereotyping; and to support the full range of diverse needs according to an individual's circumstances
- report discriminatory behaviour to the headteacher and follow the school equalities statement

Peer-on-Peer abuse

Children can abuse other children. This is generally referred to as child on child or peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Staff at Henleaze Infant School are expected to:

- make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenge behaviours (potentially criminal in nature), such as grabbing bottoms and lifting up skirts.

ROLES AND RESPONSIBILITIES

The role of the members of staff:

All members of staff take any form of bullying seriously and take prompt and effective action.

All incidents of bullying will be handled in a confidential manner.

Create opportunities for children to tell an adult of their concerns

Teachers support all children in their class and create a climate of trust and respect for all.

The role of the children:

To treat everyone with care, respect and kindness.

Report any incidents of bullying they witness or are a victim of

The role of the Parents/carers:

Parents who are concerned that their child might be being bullied should:

- Speak initially to the child's class teacher
- Speak with the Headteacher if the bullying carries on
- Share concerns with school staff rather than discuss it with another child's parents especially if their child might be involved
- Parents/carers should support the school's anti-bullying policy and do all they can to actively encourage their child to be a positive member of the school community.

The role of the Headteacher:

- To report incidents of bullying to governors
- To ensure all school staff, pupils and parents are made aware of the anti-bullying policy
- To foster an ethos that ensures pupils feel safe and confident

MONITORING AND EVALUATION

The policy and procedures will be monitored and the effectiveness will be evaluated and reported to governors including:

- Numbers of pupils being bullied.
- Patterns of bullying or prejudice behaviour
- Staff vigilance and response to bullying behaviour.



Our anti-bullying charter:

At Henleaze Infant School we are kind to each other.

We respect each other's differences and help to make sure everybody is happy by letting them join in our games.

If someone is unkind we say "stop it I don't like it" and if they don't, we tell an adult who can help us.

If we see someone being unkind we tell an adult.

