



Henleaze Infant School Anti-Bullying Policy

| | |
|--|---|
| Author/Person Responsible | <i>Gemma Fricker Beth Aviss</i> |
| Date of Ratification | November 2023 |
| Review Group | Curriculum Committee |
| Ratification Group | Curriculum Committee |
| Review Frequency | 3 years Subject to local education authority and/or national policy change |
| Review Date | November 2026 |
| Previous Review Amendments/Notes | <i>Early review due in response to monitoring</i> |
| Related Policies | <i>Behaviour Policy Safeguarding and Child Protection 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 | |

Be kind, Be curious, Be you

Kindness, Curiosity, Respect, Community

Rationale:

This policy is underpinned by our school values: kindness, curiosity, respect and community. We believe everyone at Henleaze Infant School has the right to feel welcome and safe and recognise that bullying can cause severe and adverse effects on children's emotional well-being and mental health. 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. Our school is committed to actively working to prevent all forms of bullying and bullying behaviour and ensuring all members of the school community can thrive.

This policy is informed by DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education"

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 provide a framework to inform a proportionate response to bullying or bullying behaviour
4. 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 is 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)

The Anti-Bullying Alliance defines bullying as 'the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power'

At Henleaze Infant School we take a robust and proportionate response to bullying and bullying behaviour as a form of child on child abuse; recognising the age and emotional maturity of our pupils, as well as considering wider contextual factors, following a trauma informed approach.

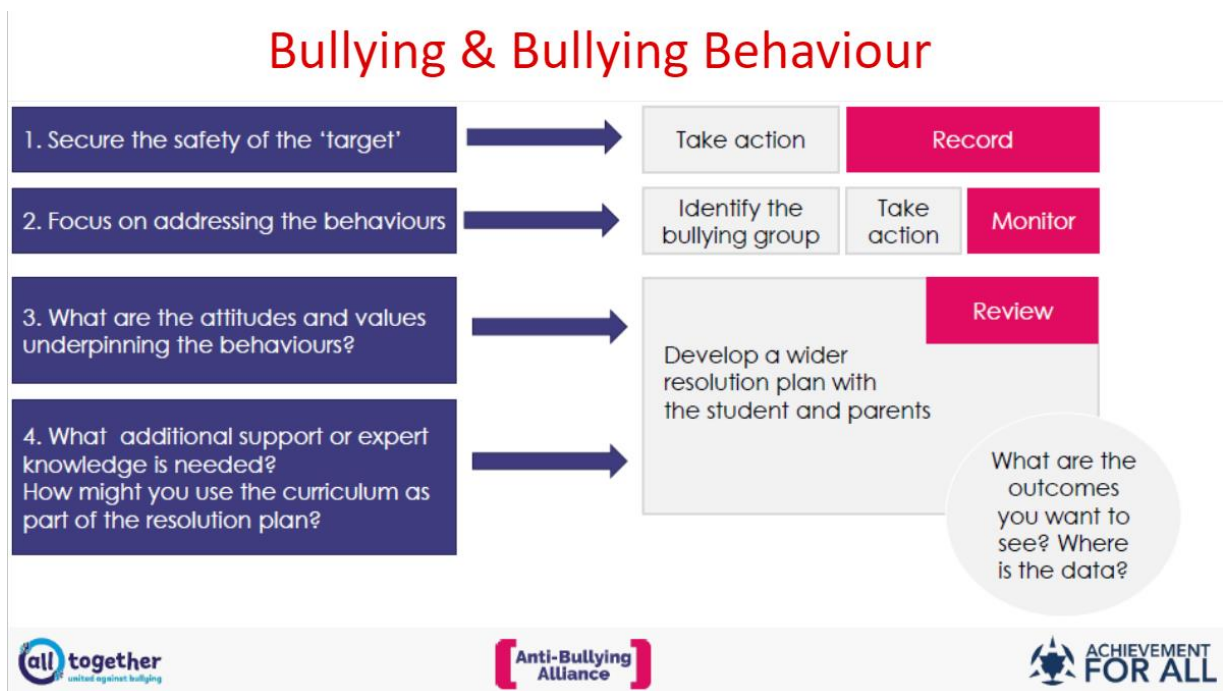
Bullying and bullying behaviour can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This definition of bullying includes online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

We also recognise that child on child abuse can include sexual harassment or violence, and in such cases, we will respond following guidance from the DfE document Sexual Violence and Sexual harassment between Children, 2022.

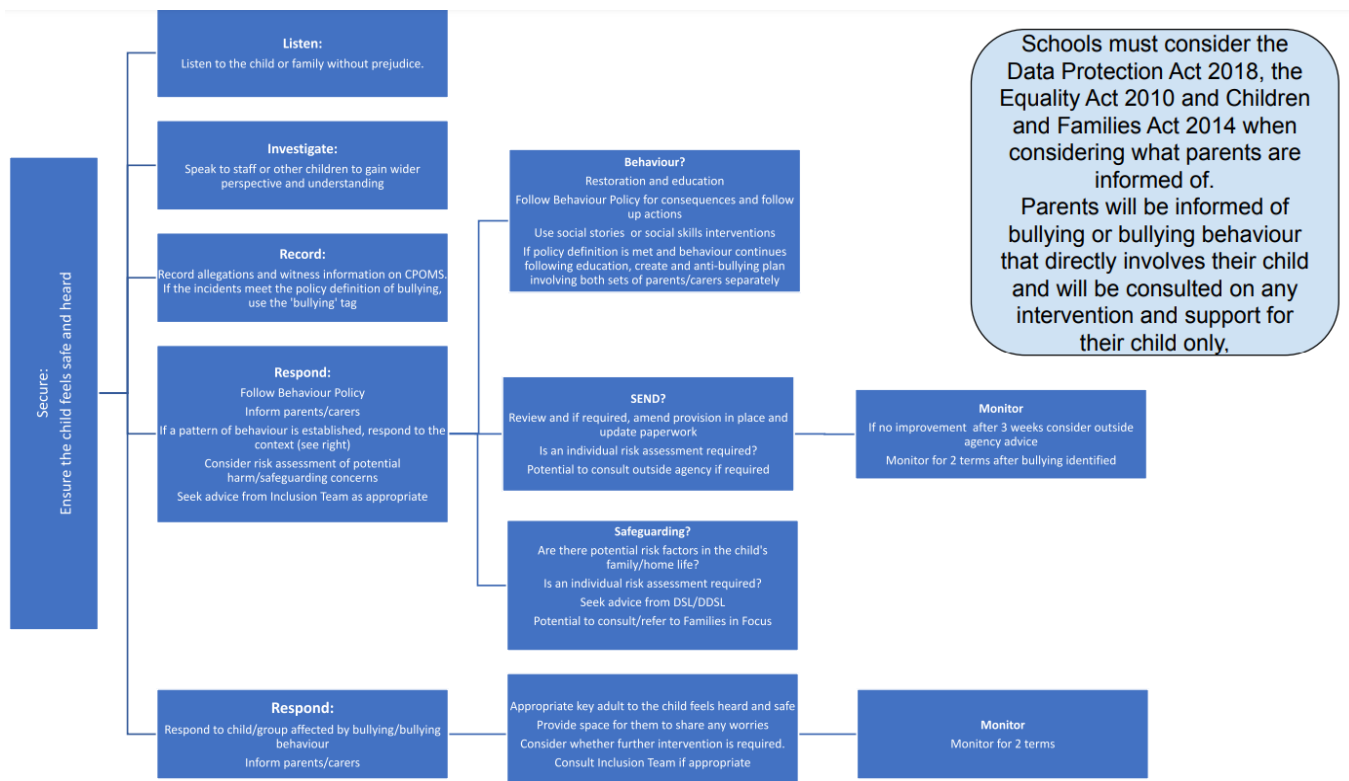
We have a 'zero tolerance' approach to bullying and bullying behaviour. This means that we will respond proportionately to the individual circumstance of each case.

Actions to tackle bullying:

Allegations of bullying, either made by children or by parents, will be taken seriously by staff and carefully and responded to. See Flow Charts below.



Anti Bullying Actions Flowchart:



[Link to full size document Anti Bullying Actions Flowchart](#)

Actions to prevent bullying:

To reinforce our school vision and values and support pupils to develop their personal, social, emotional and moral education we will:

- Raise awareness of the importance of positive relationships and inform children of the impact of bullying through the curriculum: via 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.
- Openly discuss differences between people and tackle prejudices that could motivate bullying, such as: different family situations, SEND, 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 implement additional pastoral support as required.
- Challenge practice and language (including 'banter') which does not uphold the school values of celebration, 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.



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.

We say "as long as your thoughts or actions are kind, they are welcome here"

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.

Tackling Discrimination:

Harassment on account of a person's 'protected characteristics' is unacceptable and is not tolerated within the school environment. All staff, pupils and parents/carers are expected to adhere to the school's equalities statement aims.

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

Discriminatory incidents witnessed must be recorded on CPOMs if involving pupils, or reported to the Headteacher if involving a staff member or volunteer,

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

Child-on-child abuse

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying behaviour, 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” or “just having a laugh”
- 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 as outlined in the flow chart in this policy.

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.

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

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

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
- 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 monitor and report incidents of bullying to governors
- To ensure all school staff, pupils and parents are made aware of the anti-bullying policy
- To work with the DSL and DDSLs to regularly update staff training in effective behaviour and anti-bullying strategies.
- 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.