

Anti-Bullying Policy

Carterhatch



Infant School

Updated	December 24
Review due	December 25

Our Aims

At Carterhatch Infant School we are a community committed to providing a welcoming, happy, safe and caring environment in which all our children can learn and develop. Therefore, our policy is for the whole school community. Children, staff and parents have the right to be safe at our school. We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate all incidents, we do everything in our power to ensure children feel safe at school and have good relationships with staff, so they feel comfortable talking to them if they are upset or worried about something.

Our Vision

The best start in life for all our children - no excuses, no compromise

Core Values

Kindness - making our world a happier place

Resilience - helping us to stay strong

Perseverance - keep trying

Be brave and challenge yourself - because you can

Our Vision

The best start in life for all our children - no excuses, no compromise

- Our core values support our children to know that they have the right to be treated with respect and that no one deserves to be the victim of bullying.
- We value and work towards the emotional health and wellbeing of all within the school.
- We do not accept or tolerate any bullying behaviours.
- There is no single solution to bullying which will suit all situations. Therefore, an individualised approach will always be implemented.

To meet this aim we will ensure that:

- Bullying is correctly identified.
- Pupils feel safe and supported and know how to report any concerning incidents.
- Parents/carers feel supported and know who to contact to express any concerns.
- School staff feel safe and are able to raise any concerns with the appropriate person.

Our school has a responsibility to respond promptly and effectively to issues of bullying. 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. These measures are part of the school's 'Behaviour Policy', which is communicated to all children, school staff and parents. All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school.

Legal framework and School Policies

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

- DfE 'Keeping children safe in education'
- 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 (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour/Relational Response Policy
- Relationships and Health Education Policy
- Exclusion Policy

Our Definition of Bullying:

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either verbally, physically or emotionally. Bullying is generally characterised by:

- 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 is not a one off incident where somebody is excluded from a game; accidentally causes physical harm or having an argument.

Types of Bullying

Many kinds of behaviour can be considered bullying, and can be related to almost anything. It can include name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; excluding people from groups; and spreading hurtful and untrue rumours. It can also be linked to their appearance, religion, ethnicity, gender, sexual orientation, home life/young carers/looked after children, culture, or special educational need (SEND)

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

- **Racist bullying:** Bullying another person based on their ethnic background and/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 focusses 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 constitutes 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.

Vulnerable Children/Families

Vulnerable children and families are more likely to be the targets of bullying due to the attitudes and behaviours some people have towards those who are different from themselves. Vulnerable children and families may include, but are not limited to:

- Children who are looked after e.g. fostered, adopted, in care of local authorities.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Signs of Bullying

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

- 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/school life.
- Academic performance has declined.
- Not engaging with others socially.
- Withdrawn.
- Leaving school with torn clothes or damaged possessions.
- Missing possessions.
- Asking for 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.
- Showing signs of stress.

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. Children who display any of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Child-on-Child Abuse

We have a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

Our school approach on minimizing child-on-child abuse.

- As well as having strategies for dealing with incidents our school has considered what we can do to foster healthy and respectful relationships between children through our Relationship, Sex, Education policy and PSHCE curriculum.
- We provide a developmentally appropriate PSHCE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- Staff will follow all cases of bullying through the procedures set out in our 'Anti Bullying' policy. The school will also promote open conversations through our PSHCE, on-line safety programmes and KS1 'Thoughtful Thursday' weekly sessions.
- A whole school approach to prepare children for life in modern Britain.
- Our values of Kindness, Resilience, Perseverance and Being Brave and Challenging Yourself, permeate through our curriculum and all aspects of school life.
- Raising awareness with all children about the effects of child-on-child abuse and to ensure children have a voice in the school to raise concerns.
- Creating a culture in which our children feel able to share their concerns openly, in a non-judgmental environment, and feel listened to. **We do that by:**
 - Educating and engaging governors, staff, volunteers, children and parents about this issue.
 - Encouraging parents to hold the school to account on this issue.
 - Challenging the attitudes that underlie such abuse within our community.
 - Creating conditions in which our children can aspire to and build safe and healthy relationships.
 - Responding to cases of child-on-child abuse promptly and appropriately by reporting them through the school's procedures for child protection.

All staff will: Be aware that children of any age and gender are capable of abusing their peers.

- Be aware that abuse can occur inside and outside of the school setting.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and never justify sexual harassment e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching.
- Dismissing or tolerating such behaviours risks normalising them.

- All staff to be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

Speak to our safeguard team if you are concerned about sexualised behaviours. Some of the team have had specific training in sexualised behaviours and use the 'Brooks Sexual Behaviour Traffic Light Tool' to help us identify, understand and respond appropriately to sexual behaviours in children.

Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. In the past it was more likely to involve children in key stage 2 and above, however, we need to be mindful that children are now having access to devices at a much younger age.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages.
- Threatening or embarrassing pictures and video clips.
- Disclosure of private sexual photographs or videos with the intent to cause distress.
- Silent or abusive phone calls.
- Using the victim's phone to harass others, to make them think the victim is responsible.
- Threatening or bullying emails, possibly sent using a fictional name or someone else's name.
- Menacing or upsetting responses to someone in a chatroom.
- Unpleasant messages sent via instant messaging.
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites.

The above list is not exhaustive, and cyberbullying may take other forms. We view cyberbullying with the same severity as any other form of bullying.

Practice and Aspirations

- We will ensure that prevention is a prominent aspect of our anti-bullying vision.
- We want to develop an anti-bullying culture at Carterhatch Infant School underpinned by our core values.
- Our core values, PSHCE curriculum and general ethos ensures children understand the importance of being 'kind to others'.
- We support children with the language and approaches to use if someone is doing something that they do not like. However, if these approaches do not work, we encourage the children to talk to a member of staff so they can intervene and support.
- We want everyone in the Carterhatch community to be involved in promoting this policy. We will do this through class discussions and assemblies, weekly key stage 1 'Thoughtful Thursday' sessions, friendship week, friendship clubs, through staff and governor meetings, and through letters and meetings for parents and carers.
- Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying.
- Staff will act immediately when they become aware of a bullying incident.
- Unpleasantness from one child towards another will always be challenged and will never be ignored.
- If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the Designated Safeguard Lead (DSL) immediately.

- Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.
- We want all children to feel safe and secure at school. We will make sure that children always know whom they can go to for help if they are being bullied. We want children to know that their concerns will always be taken seriously.
- We help children to develop skills and knowledge about dealing with bullying through our PSHCE curriculum and 'Thoughtful Thursday' sessions.
- Children have a voice through regular 'child voice' feedback on learning walks, governors visits and learning review days.
- Lunch break is a time when we hear that children are most likely to be or to feel that they are not safe. We continually look at ways of improving lunch breaks. At present;
 - Reception remain in their own outdoor area with Learning Assistants from their own classes.
 - Year 1 and 2 children spend their lunch break with Learning Assistants that are familiar to them.

Having familiar and consistent adults will hopefully give them the confidence to talk about their worries and concerns during this time.

Procedures and Recording Incidents

- Staff report any concerns on our arbor system. Please include behaviours you have observed, any factual information you are aware of, discussions with the child, other staff or parents, and what steps you have put in place to support. This also includes supporting the perpetrator with the choices they are making and any needs they may have.
- Early intervention work is essential if we want to reduce the risk of bullying behaviours being repeated to the child involved or to others in the future.
- The headteacher reports serious bullying incidents to the Governing Body each term through our headteacher report. This helps us to monitor bullying levels and types of bullying at the school and to celebrate our successes.

Please note that any safeguarding/child protection issues are to be reported under the red safeguarding tab and not the incident tab.

Record keeping helps with the following:

- Identifying patterns of concerning, problematic or inappropriate behaviour on a child/ren.
- Identifying children that may need further intervention, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues within the school that need to be addressed.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all spoken to separately - staff are trained to use TED questions (Tell, Explain, Describe) when a concern has been shared.
- If a child is injured, members of staff will ensure the injury is a priority and that everyone involved is safe.
- A quiet area is used that allows for privacy when speaking to children about the incident.

- Adults will make a record on arbor what the victim, perpetrator and any witnesses has said. This is uploaded on the victims and perpetrators arbor file. You do not need to include the witnesses records.
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Concerns around Bullying Behaviour

- If parents or carers are concerned that their child is being bullied, they should speak to their child's class teacher. The class teacher can use the 'Is my child being bullied?' guidance sheet with parents if appropriate/depending on age of children and level of understanding. **(Appendix 1)** This allows the class teacher to work closely with the parents to get a full understanding of any potential bullying. Class teacher to provide SLT with a copy so this can be uploaded on our arbor system. Staff can discuss cases with SLT if they need support working with the family.
- Staff will always take parent and carer concerns seriously and will work with parents to stop bullying behaviour and to make sure that their child feels safe and happy.
- We deal with children who are bullying other children by talking to them about their behaviour in the first instance. We also discuss this with parents/carers.
- In cases of serious or persistent bullying, we will use other sanctions such as, closer supervision during breaks.
- If a fixed term exclusion is needed, we will use this time to liaise with staff, and other professionals, if needed, and to put a support plan in place. The support plan will look at other consistent strategies/approaches that may help a child who is finding it difficult to build positive relationships with others.
- Reported bullying incidents are considered against the definition given at the start of this policy.
- Sometimes, after investigation, incidents are deemed to be one-off incidents and not bullying. Either way, we want to address issues of concern swiftly. However, if, after discussion with class teacher, a senior leader and headteacher, parents or carers feel that their concerns have not been addressed, they can use the school's complaints procedure to try to move the issue forward.
- Any adult who feels they are being bullied by someone in the school community should speak with the headteacher, a member of the senior leadership team or a member of the Governing Body. Any concern will be taken seriously and dealt with sensitively. Members of staff can also seek support from the Local Authority or from a representative of any union they belong to.

Sanctions

- If the headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the perpetrator of the type of sanction to be used in this instance.
- Parents are informed of bullying incidents and what action is being taken.
- If possible, the headteacher will attempt reconciliation with the victim and perpetrator. However, this is only with the victim's and parents full consent.

- All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.
- A key adult informally monitors the children involved over the next half-term.
- We remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort - where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from a key adult.
- Reassurance that it was right to report the incident and that appropriate action will be taken.
- The progress of both the perpetrator and the victim will be monitored by their class teacher.
- Liaison with their parents to ensure a continuous dialogue of support.
- Advice and strategies on how to deal with incidents they are worried about.
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online.
- Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.
- We acknowledge that bullying may be an indication of underlying mental health issues. We will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Appendix 1

Bullying Screening Sheet

Staff can use as a prompt sheet when investigating a potential bullying case. They can complete with the parents and child. Not all questions may be appropriate depending on age and children's needs.

Do you need support to complete this form? YES/NO

Another child has physically hurt my child. **YES/NO**

Another child has used upsetting words towards my child. **YES/NO**

Another child has encouraged other children to physically hurt my child. **YES/NO**

Another child has encouraged other children to use upsetting words towards my child. **YES/NO**

This behaviour has happened once. **YES/NO**

This behaviour has happened on several occasions. **YES/NO**

The other child and my child are sometimes friends but they fall out. **YES/NO**

The other child has never been friends with my child. **YES/NO**

The behaviour has been repeated lots of times in many different situations. **YES/NO**

The behaviour is intended to control my child in some way. **YES/NO**

The behaviour is being repeated outside of school. **YES/NO**

The behaviour only happens in certain situations (ie playing football). **YES/NO**

The behaviour is isolating my child from their friends. **YES/NO**

The same behaviour is happening to my child by a number of different children. **YES/NO**

Different behaviour is happening to my child by different children. **YES/NO**

The behaviour is happening to my child by a group of children at the same time. **YES/NO**

The behaviour is happening by messaging, social network or any other use of technology.
YES/NO

Has your child spoken to a member of staff / adult about this behaviour? YES/NO

If yes, please give details

Has this behaviour ever been witnessed by other children? YES/NO

How is this behaviour affecting your child?

Which child/ren have been involved in this behaviour? Please give details of when, where, who and what behaviour was carried out.

This section is for your child to complete with your help.

We would like to know what your child thinks would help them most. You don't need to answer all of these questions but use them more as discussion points

What concerns (upsets) you most about what is happening?

What would you like to happen?

How could the teachers and staff help to make sure it stops happening?

How could other children help to make sure it stops happening?

Is there anything else that you would like us to know about what has been happening?

Thank you for completing this form. This will be used in the investigation of the bullying allegation and will be a part of the evidence used to ensure that the behaviour is correctly identified and dealt with.

Completed by _____ Date _____

Received by _____ Date _____