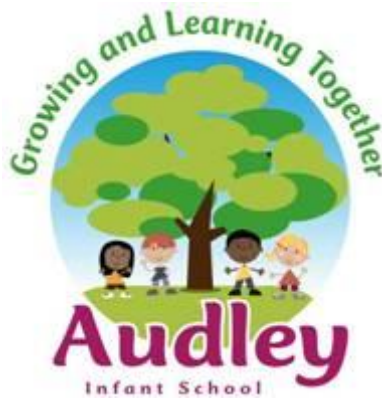


September 2023/2024

Anti-Bullying Policy

(To be read alongside Positive
Behaviour Policy)



Description of the School

Audley Infant School is currently a three form entry urban school with approximately 260 pupils on role. We also have a nursery that caters for up to 40 children part time. The children are predominantly British Born Asian heritage.

The Role of the Headteacher and Governing Body

At Audley Infant School we will fulfil our legal duty of care to ensure our pupils do not come to harm. This includes reporting all bullying incidents which have been identified as such, using the policy definition. This reporting is done by the Headteacher to the Governing Body on a termly basis.

The definition of bullying is used as a guide to schools when reporting all bullying incidents.

Principles and Values

At Audley Infant School we take bullying extremely seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Bullying **will not** be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this. (see behaviour policy).

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

Many of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

Aims of the Policy

- To raise awareness of bullying and create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour
- To bring about conditions in which bullying is less likely to happen in the future
- To reduce and, if possible, to eradicate instances of all types of bullying
- To clarify the reporting processes
- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour

Dissemination of the Policy

The policy is to be used as a key vehicle for communicating and celebrating the anti-bullying stance of the school with pupils, parents and the wider community. The school ensures that all stakeholders understand the anti-bullying policy. It is a significant focus for the school curriculum

and whole school assemblies. Staff are trained on appointment and through annual updated safeguarding training. Updates are provided when policy changes. We take on board all opportunities to raise awareness e.g. anti-bullying week and targeted group work.

What Is Bullying?

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

In other words, bullying at Audley Infant School is considered to be, **“unacceptable behaviour which occurs ‘lots of times, on purpose towards another person’.”**

Bullying can be short-term or continuous over long periods of time.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Transgender - based	who identifies with or expresses a gender identity that differs from the one that corresponds to the person's sex at birth
Direct or indirect verbal	sarcasm, spreading rumours, teasing name-calling
Cyberbullying	<ul style="list-style-type: none"> • All areas of the internet, such as email & internet chat rooms misuse • Mobile threats by text messaging & calls • Misuse of associated technology, i.e. camera & video facilities, iPad and game consoles.

Bullying may be related to:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on trips and cyberspace. It can take place during the school day, in the classroom, in the corridor or toilets, on the playground, out of school whilst on visits, day visits, in group activities and between families in the local community.

Bullies and Victims

Bullying takes place where there is an imbalance of power of bully over victim.

This can be achieved by:

- The size of the individual,
- The strength of the individual

- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have specific needs.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Provocative Victim – research shows that some children are provocative victims – this means that they actively seek responses from others, often using their own behaviours to incite a reaction from others to either bring attention to themselves or to get others into trouble.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the confidence and mental health of a victim. It may have a life long lasting effect on individuals. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- school achievement declines, they do less well than normal
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Outcomes

1. All known/reported incidences of bullying will be investigated by the class teacher initially or by a senior member of staff.
2. Parents of the victim may also be asked for information about the incident or about their general concerns.
3. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place, for example, a parent being informed about their child's behaviour.
4. In some cases, outside agencies may be requested to support the school or family in dealing with bullying, for example Early Help.
5. In serious cases, suspension or even exclusion will be considered.
6. If possible, the pupils will be reconciled. This will not be pursued if not deemed as appropriate by all parties involved.
7. After the incident / incidents have been investigated and dealt with, each case will be recorded on CPOMS and monitored to ensure repeated bullying does not take place.

Prevention

At Audley Infant School we use a variety of methods to ensure that our pupils understand what bullying is and the impact it can have on people. We do this through whole school assemblies at different times throughout the year, circle time activities, through the Relationship Education and PSHE curriculum across KS1 and EYFS.

The ethos and working philosophy of Audley Infant School means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying.

Staff will reinforce expectations of behaviour at regular opportunities via circle time or PSHE lesson. We will take part in Anti-Bullying week and engage in activities that are focused and age appropriate.

Staff will ensure equality for all pupils. We welcome every child to our school. Staff must be careful not to highlight differences of children or an individual child, it may seem acceptable behaviour. This gives other children permission to point out differences.

Staff must be vigilant regarding groups of friends together.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or during assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that bullies are dealt with quickly

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Always tell a teacher or adult whom you feel you can trust
- Discuss it as part of your PSHE curriculum
- Hold a circle time activity to address and discuss bullying behaviour with the group/class

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident using CPOMS software.

In the case of racist bullying, this must be reported to the Headteacher. General incidences of bullying should be recorded on CPOMS, this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future.

Incidents of bullying will be reported and discussed with the Governing Body (Safeguarding Governor)

Procedures for monitoring and evaluation of this policy

The school will monitor and evaluate bullying by:

- Keeping records of all incidents on CPOMS
- Discussions at staff meetings
- Termly review of the Log of incidents on CPOMS
- Reporting to Governors, Safeguarding Governor termly

Advice to Parents

As the parent of a child whom you suspect is being bullied

1. Report bullying incidents to the class teacher
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to attend a meeting to discuss the problem.
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
5. We will address the bully's behaviour and help the bully (bullies) to change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
2. Encourage your child to be a bully back.

Both of these will only make the problem much harder to solve.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

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The Anti Bullying Policy is agreed by:

H M Nelson
Signed
Headteacher

Signed..... *J. Cooper.*
Chair of Governors

Review Date **September 2024**