

BLACK HORSE HILL INFANT SCHOOL



Anti-bullying Policy: Pupils

**Approved by Full Governing Body –
19th November 2020**



School Vision

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

School Aims

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, coherent curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

School Values

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Resilience
- Friendship
- Courtesy

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Statement of intent

Black Horse Hill Infant School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

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 Assertive Discipline and, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- 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

1.2. This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

1.3. This policy operates in conjunction with the following school policies:

- **Assertive Discipline/Behavioural Policy**
- **Child Protection and Safeguarding Policy**

2. Definition

2.1. For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

2.2. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) 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.

- 2.3. Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.
- 2.4. Vulnerable pupils may include, but are not limited to:
 - Pupils with SEND.
 - Pupils suffering from a health problem.

3. Types of bullying

- 3.1. Many kinds of behaviour can be considered bullying and can be related to almost anything.
- 3.2. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.
- 3.3. Bullying is acted out through the following mediums:
 - Verbally
 - Physically
 - Emotionally
 - Online (Cyber)
- 3.4. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- 3.5. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- 3.6. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- 3.7. **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.
- 3.8. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- 3.9. **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
- 3.10. **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

4. Roles and responsibilities

4.1. The **governing board** is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data (presented on Headteacher's termly Report) to establish patterns and reviewing this policy in light of these.

4.2. The **Headteacher** is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a [Bullying Report Form](#) of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at **termly** intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.

4.3. **Teachers** are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship group.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

4.4. The **Learning Mentor** is responsible for:

- Offering emotional support to victims of bullying.
- Providing support to parents.

4.5. Parents are responsible for:

- Informing their child's teacher or Headteacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

4.6. Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

5. Statutory implications

5.1. The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

5.2. The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

5.3. The Headteacher will ensure that this policy complies with the HRA; the Headteacher understands that they cannot do this without fully involving their teaching staff.

5.4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

6. Prevention

- 6.1. Through our School Values, Jigsaw PSHE, Assertive Discipline Policy and Golden Rules we encourage our children to think of others, to be kind and supportive of others. We will work to raise awareness of bullying through regular assemblies, across the curriculum through our Jigsaw PSHE programme, Citizenship and through discussions during Circle Time. The Jigsaw PSHE programme develops (from F1-Yr2) children's personal development and well-being through themes such as Being Me in My World, Celebrating Differences and Relationships. Children at Black Horse Hill will understand that positive behaviour to other children is rewarded and celebrated e.g. Weekly prize draw, Kindness awards.
- 6.2. We aim to prepare our pupils to deal with incidents of bullying that they may encounter at any stage of their lives.
- 6.3. The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- 6.4. All reported or investigated instances of bullying will be investigated by a member of staff.
- 6.5. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- 6.6. All types of bullying will be discussed as part of the curriculum for example in PE when children learn about being physically and mentally healthy.
- 6.7. Diversity, difference and respect for others is promoted and celebrated through various lessons. .
- 6.8. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- 6.9. All members of the school are made aware of this policy and their responsibilities in relation to it.
- 6.10. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

- 6.11. Pupils will be taught how to cope with situations that they don't like. Children will be taught how to use a strong hand and the words "Stop it I don't like it!". Children will be taught that if this strategy is unsuccessful and the other child continues with the behaviour that they don't like then they must seek the help of an adult.
- 6.12. The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- 6.13. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

7. Signs of bullying

- 7.1. Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:
 - Unwillingness to attend school
 - Becoming withdrawn, anxious or lacking confidence
 - Saying that they feel ill in the morning
 - Decreased involvement in school work
 - Unexplained cuts or bruises
 - Lack of appetite
 - Lack of eye contact
 - Becoming short tempered
 - Changed sleeping patterns
 - Change in behaviour and attitude at home
 - Is frightened to say what is wrong
- 7.2. 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.
- 7.3. Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues. Parents may also report their concerns to either the class teacher or Headteacher.
- 7.4. In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:
 - They have experienced mental health problems, which have led to the pupil becoming aggravated
 - They have been the victim of domestic abuse

8. Staff principles

- 8.1. The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
- 8.2. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- 8.3. Unpleasantness from one pupil towards another is always challenged and never ignored.
- 8.4. Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- 8.5. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- 8.6. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the **DSL** immediately.
- 8.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

9. Preventing peer-on-peer abuse

9.1 The school has a zero-tolerance approach to all forms of peer-on-peer abuse. As an Infant School we have a responsibility to help children understand relationships and what constitutes the features of a friendly healthy relationship and what does not. This is achieved by pupils being taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Celebrating differences
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
-

10. Cyber bullying

- 10.1. The school views cyber bullying in the same light as any other form of bullying.

11. Procedures (See Appendix 1)

- 11.1 Report bullying incidents to Class Teacher or Head teacher.
- 11.2 All cases of bullying will be recorded by staff and the Head teacher.

11.3 An interview will take place with the bullied pupil and support systems for the pupil will be implemented. All staff will be informed of every bullying incident and told to carefully watch / observe the victim during class and playtimes. Midday supervisory assistants will also be informed and asked to be more vigilant during lunchtimes. A support network of peers will be formed to support pupils/victim during vulnerable times.

11.4 An interview will take place with the “bully(ies).

STAGE 1

- Establish eye contact
- “Tell me about what has been happening with you and _____”
- Let the child talk
- Avoid closed questions
- Don’t question if they complain about the victim

STAGE 2

- “So it sounds like X is having a bad time.”
- As soon as they agree, move on to Stage 3
- If they say “It’s his/her fault”, don’t contradict, but point out that they are having a hard time

STAGE 3

- “Good, I was wondering what you could do to help improve X’s situation.”
- Accept suggestions
- Don’t bargain or question
- Don’t discuss “How”
- If you have to make suggestions, ask “Would you like me to suggest something first.”
- For repeated incidents the parents/carers will be informed and will be asked to come in to a meeting to discuss the problem.
- An attempt will be made to help the bully (bullies) change their behaviour.
- A follow-up group meeting will be held with victim and Bully(ies) after a period of two weeks.
- Parents/carers of the victim will be asked to attend a meeting with the Headteacher after the incident has been resolved to discuss whether they feel happy with the procedures school has followed.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered

- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Both the victim and the bully will be supported by school staff in the most appropriate manner for the individual case.

12. Responses

- 12.1. If the **Headteacher** is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- 12.2. The **Headteacher** informs the pupil of the type of sanction to be used in this instance (missed playtimes, missed golden time) and future sanctions if the bullying continues (missing school discos, exclusion).
- 12.3. If possible, the **Headteacher** will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.
- 12.4. Parents are informed of repeated bullying incidents or serious offences and what action is being taken.

13. Support

- 13.1. The victim is encouraged to tell a trusted adult in school if bullying is repeated. The victim will be closely monitored by school staff and all staff will be made aware of the issue.
- 13.2. The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- 13.3. A member of school staff usually the Learning Mentor, will work with the victim to build resilience, e.g. by offering emotional support.
- 13.4. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

14. Follow-up support

- 14.1. The progress of both the bully and the victim are monitored by their **classteacher.**
- 14.2. One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

- 14.3. If appropriate, follow-up correspondence is arranged with parents **one month** after the incident.
- 14.4. Pupils who have been bullied are supported in the following ways:
- Being listened to
 - Having an immediate opportunity to meet with their class teacher /Learning Mentor or a member of staff of their choice
 - Being reassured
 - Being offered continued support
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- 14.5. Pupils who have bullied others are supported in the following ways:
- Receiving a consequence for their actions
 - Being able to discuss what happened
 - Being helped to reflect on why they became involved
 - Being helped to understand what they did wrong and why they need to change their behaviour
 - Appropriate assistance from parents
- 14.6. Pupils who have been bullied will be assessed on a case-by-case basis and support will be based on the needs of the child.
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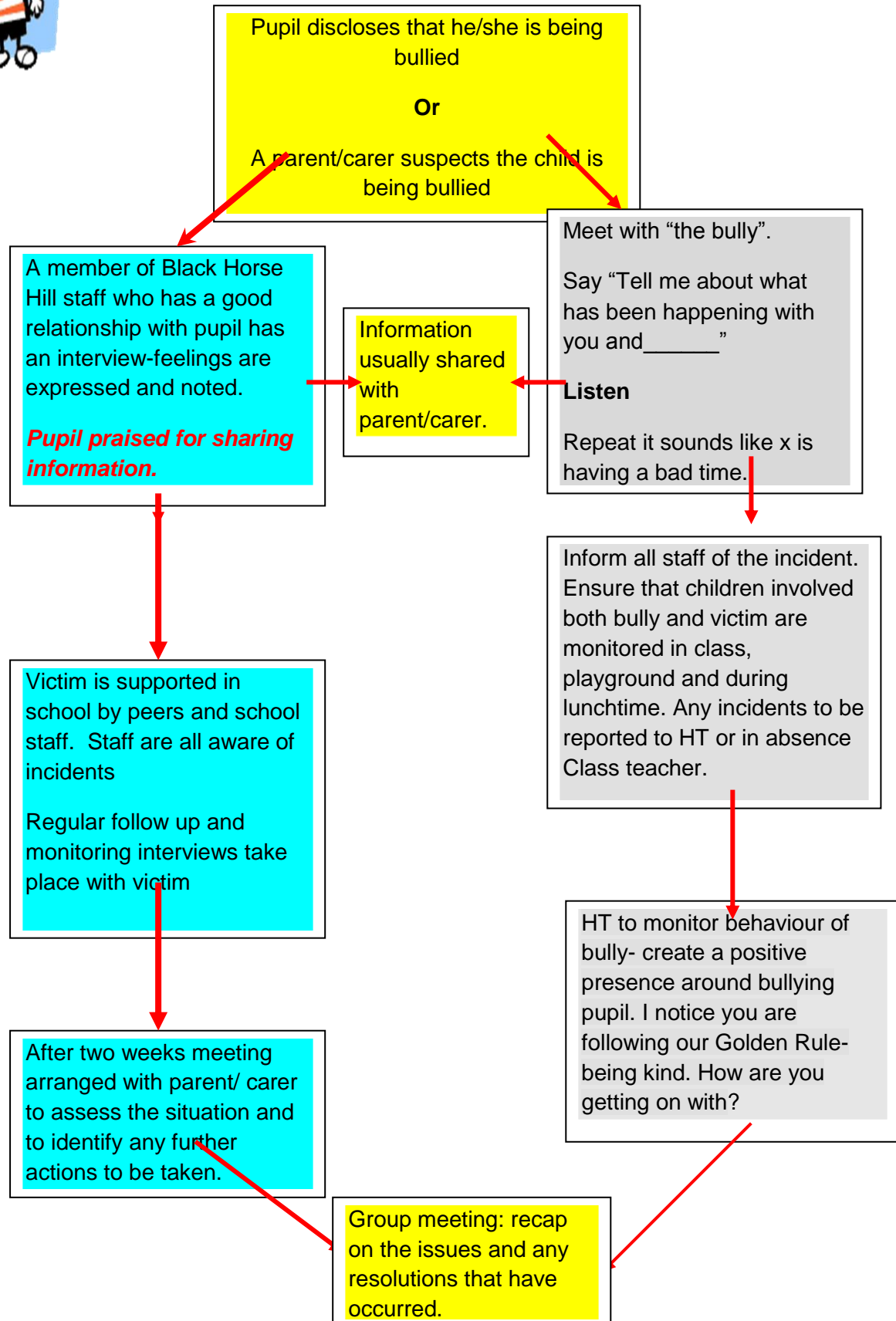
15. Monitoring and review

- 15.1. This policy is reviewed every **year** by the **Headteacher** and the **governors**.
- 15.2. The scheduled review date for this policy is **October 2021**.

Appendix 1



What happens when a pupil is being bullied?



Bullying Report Form

This form will be sent to the Headteacher upon completion.

Personal details	
Name of person reporting incident:	
Name of pupil(s) being bullied:	
Gender:	
Year group:	
Form group:	
How may we contact you (please circle)?	
At school	At home
Home address:	
Email:	
Telephone:	

Incident details
What happened?

Where did the incident take place?
When did the incident occur?
Who has been suspected of bullying?
Did anyone else see the incident?
According to the victim, how often does the bullying take place?
According to the victim, how long has the bullying been going on?