Bushfield Road Infant School

Anti-Bullying Policy

Valid until Autumn 2026

This policy will be reviewed every two years, or earlier in the event of any updates.

Updates will be brought to the attention of all staff and governors at the earliest opportunity.

1. **Principles and Values**

At Bushfield Road Infant School we firmly believe that every child in our care has the right to feel safe, secure and happy. We recognise the seriousness of all forms of bullying and the impact it can have on those involved. The ethos of our school fosters high expectations of outstanding behaviour. We recognise the value of talking about bullying and of equipping pupils with strategies for dealing with bullying should they encounter it. As a school we take bullying seriously. Pupils, staff, parents and anyone associated with the school should be assured that we do not tolerate bullying and that they will be supported when such behaviour is reported. This policy has been devised in line with the statutory regulations set out in Keeping Children Safe in Education, 2024. It links with many other school policies including:

● Safeguarding Policy
● e-Safety Policy
● Behaviour Policy
● Curriculum Policies such as PSHE and Computing
● PSHE & Relationship and Sex Education Policy
● Complaints Policy

'Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.' (Preventing and tackling bullying, DfE 2017)

2. **Definition of bullying**

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

• repeated
• intended to hurt someone either physically or emotionally
• often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

• physical assault
• teasing
• making threats
• name calling
• cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying is behaviour that deliberately makes another person feel uncomfortable, distressed, threatened, hurt, bad about themselves or lonely. It is repeated over time and it makes those being bullied feel powerless to defend themselves. 'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.' (Preventing and tackling bullying, DfE 2017)

2.1 Bullying can be direct or indirect:-
Physical - kicking, hitting, taking belongings, sexual violence
Verbal - name calling, taunting, mocking, moderate/severe banter, making offensive comments, sexual harassment
Non-verbal – gestures, producing offensive graffiti
Psychological - deliberately excluding people from groups, threats.

2.2   This includes the same inappropriate harmful behaviours expressed via digital devices (sometimes known as cyber bullying.) Examples could be the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phones or via the internet. (For further information on youth produced imagery see the e-safety and acceptable use policy)

2.3   Bullying behaviour is deliberately hurtful and ongoing. (It is not the same as random unprovoked aggressive acts.) It is unequal and difficult to counteract by the person being bullied as it involves a power imbalance. The imbalance of power can manifest itself in several ways:-
   - physical - size of people involved, number of people involved
   - psychological – knowing what upsets someone and deliberately doing it
   - socially – deliberately isolating someone

   It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

2.4   Low level disruption, offensive language, banter and horseplay will be challenged. Where this occurs clear expectations of behaviour will be set to prevent negative behaviours escalating.

2.5   An act, or acts, of bullying can take place at any time in or outside school premises or hours. This policy will apply at any point whilst a child is a registered pupil at our school. All staff are trained to be vigilant about all forms of bullying and/or peer abuse.

What is not bullying?

These incidents can be very distressing. A teacher, learning mentor, teaching assistant, or mini-mentor will help to sort out the problem but it is not bullying.

- A one off argument
- A one off fight/ rough play
- Being hurt by someone in an isolated incident
- Friends being unkind to each other
- Someone upsetting you once
- Falling out with other children
- Being knocked over by someone by accident

3.   **Types of bullying**

Bullying can happen to anyone. This policy covers all types of bullying including:-
   ➢ Bullying relating to **Race and Culture** - derogatory assumptions or generalisations about colour of skin, accent or the way they talk, ethnic grouping, references to terrorism, dress etc.
   ➢ Bullying relating to **Religion** – derogatory assumptions or generalisations about religion, religious taunts and intolerance.
   ➢ Bullying relating to **Disability** - derogatory assumptions or generalisations about a young person's disability.
   ➢ Bullying relating to **Sexual Issues**– unwanted physical contact or sexually abusive comments including sexual harassment and sexual violence.
   ➢ Bullying relating to **Sexual orientation**- Homophobic / LGBTQ+ - ridicule, gestures, malicious warning others about a person, put downs, insults, etc.
   ➢ Bullying relating to **Perceived Differences** – the way someone looks, talks etc.
   ➢ Bullying relating to **Special Educational Needs** - learning difficulties or being gifted/talented
   ➢ Bullied because they are a **Child in care or Adopted**
   ➢ Bullied because they are a **Young Carer**
   ➢ Bullied because of **Other** reasons i.e. jealousy, friendships

We encourage and support all members of our school community to report bullying. Students may not be aware that they are being bullied due to their age, level of special educational need or vulnerability. It is the responsibility of the school community to be vigilant and ensure that all our students feel and are safe.

4. **Signs of bullying**

   A proactive approach to identify and act upon potential signs of bullying will help in dealing with issues prior to them being formally raised. The signs and behaviours (below) could indicate other

problems, but bullying should be considered a possibility and should be investigated. Other signs may be present which are not mentioned here:-

- ➢ Frightened of walking to and from school
- ➢ Does not want to go to school by public/school transport
- ➢ Changes their school routine
- ➢ Begins to truant
- ➢ Becomes withdrawn, anxious or lacking in confidence
- ➢ Cries themselves to sleep at night
- ➢ Has nightmares
- ➢ Feels ill in the morning
- ➢ School results begin to drop
- ➢ Has possessions which are damaged or go missing
- ➢ Comes home starving
- ➢ Frightened to say what is wrong
- ➢ Is afraid to use the internet or mobile phone
- ➢ Is nervous and jumpy when a cyber message is received

5. **Anti-Bullying at Bushfield Infant School**

The whole school community fosters a clear understanding that bullying, in any form, is not acceptable. At Bushfield Road Infant school we are committed to preventing bullying.

We prevent and tackle bullying by;

• All children in our school have weekly PSHE lessons using Jigsaw, a mindful approach to PSHE.

'The Jigsaw Approach is one of mindfulness and positivity, teaching children about the benefits of positive relationships, positive mindsets and positive interactions, and growing their self-awareness and self-worth so they believe they deserve to be respected, as do others.'

The Celebrating Difference Puzzle (Autumn) has a focus on anti-bullying in every year group and addresses issues of similarity and difference, for example, disability and race, but again emphasises acceptance and respect. We focus on how to create healthy, positive relationships, what to do if you're worried about something, your rights as a child, who can help, and so on.

In the Relationships Puzzle (Summer), we also consider friendship and conflict including how to be a good friend and falling out. See PSHE Policy.

- o Weekly whole school celebration assembly including presentation of one 'thank you' per class reflecting British Values.
- o Regularly reviewing our anti-bullying policy and sharing with the whole school community- the policy is available on the school website and all staff have a copy
- o Positive behaviour policy which is monitored and reviewed regularly in consultation with pupils, staff and parents
- o Positive behaviour rewarded by all members of staff with praise, marbles, for keeping to the GOLDEN RULES in school
- o Sanctions imposed consistently by all members of staff in all areas of the school
- o Trained Playground Pals in school
- o Playtime games and lunchtime games
- o 1:1 support at playtimes in mini playground/courtyard for those children who need support and guidance to improve their behaviour, social and emotional skills
- o All staff use CPOMS to log parent contact/concern and all serious behaviour incidents reported to them by a member of staff, pupil or parent. All relevant staff are notified of this log and any actions
- o All children have a key person which they have chosen to help them feel safe and secure in school (Safe & Sound cards)
- o Any incidents of concern are reported to the Head teacher, as well as recorded on CPOMS
- o Head teacher responds quickly and effectively to any concerns raised by any member of the school community
- o Parents kept informed of any significant incidents
- o Incidents thoroughly investigated and treated seriously

6. **Anti-bullying Procedures**

Parents

● If parents suspect their child is being bullied they should contact the school. Parents should be prepared to talk about the signs and symptoms that they have observed and any suspicions they have about those carrying out the bullying.

● Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves is likely to make the matter worse.

● Parents should encourage their child to talk to an appropriate member of staff in the first instance, or a student trained in anti-bullying such as a mini mentor.

Pupils

● If a pupil thinks they are being bullied they must tell an adult that they trust (parent, member of staff). They must be able to explain what form the bullying is taking and how it affects them.

● Pupils who witness bullying or an incident which they feel may be bullying must tell an adult, parent, Learning Mentor or other member of staff.

Staff

● If bullying is reported to a member of staff they will record the details as presented to them and consult the Anti-bullying guidance. As stated in the Safeguarding Policy no promise of confidentiality can be given.

● Staff will treat the problem seriously and immediately, enabling them to deal with the situation quickly and effectively.

● Staff will use CPOMs to record all incidents of serious behaviour, all information and subsequent actions.

● Complete the Checklist for Managing a Bullying Incident (See Appendix 1) and discuss meeting notes and agreed outcomes with Senior Leadership Team.

● Staff will follow steps from the 'Pathways to Help' (Appendix 2)

● Where an incident involves sexual violence or sexual harassment refer to Child Protection procedures in line with Keeping Children Safe in Education, 2024.

● During the investigations care must be promoted for the pupil who perceives themselves as being bullied as well as the alleged pupil showing bullying behaviour.

● Timeout / reflection time may be used if deemed appropriate during the investigation.

● Parents should be informed and will be asked to come into a meeting to discuss the problem as part of the investigation.

● Consequences may be applied where bullying is identified.

7. **Persistent bullying**

7.1   If a student continues to inform that they are being bullied support will be given.

7.2 Staff and Governors will decide next steps for students who persist in bullying behaviours in-line with other school policies and plans including the school's behaviour and discipline policy.

8. **Pupils who have experienced bullying behaviour will be:**
   - Given an immediate opportunity to discuss the experience with an adult whom they feel safe with and whom they find easy to talk to.
   - Offered reassurance to ensure that the student feels safe again.
   - Consulted on a program to help build-up their self-esteem, confidence and resilience with a Learning Mentor.
   - Referred to a buddy/peer mentor if appropriate.
   - Referred to a counsellor if appropriate.
   - Offered continuous advice and support for their parents.
   - Be informed about the outcome of the investigation into their concerns.
   - Referred to Children's Services where appropriate (e.g. where there are safeguarding concerns.)

9. **Students who have engaged in bullying behaviour will be:**
   - Given an opportunity to discuss what happened with an adult and explain why they became involved.
   - Offered time to help them reflect on their behaviour and understand the harm that they have caused.
   - Consulted on a program to develop their social and emotional skills and positive behavioural strategies with a Learning Mentor.
   - Given time to learn the steps they need to take to repair the harm they have caused and ensure they can make a choice to avoid bullying behaviour in the future.
   - Informed that their parents/carers will be involved to help change the attitude and behaviour of the student.
   - Referred to other agencies (if necessary) including the Police and Children's Services to support a change in behaviour.
   - Referred to a counsellor (if necessary)
   - Invited to attend a mediation (restorative practice) meeting with the student who experienced the bullying to resolve issues and prevent a reoccurrence.

   Changing the attitude and behaviour of students who engage in bullying behaviour will be part of the positive procedures used by the school. However the school recognises that consequences will also have to be used with students who exhibit this form of behavior (See Behaviour Policy.)

10. **Complaints**
    If a parent or carer is dissatisfied with the response made by the school following a reported incident of bullying, s/he may make a complaint in accordance with the School's Complaints Policy.

11. **Equal Opportunities**
    In implementing this policy all members of staff must take into account the school's Equal Opportunities policy. Staff must ensure that no student is involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

12. **Responsibilities**
    It is the responsibility of:
    - The Head teacher to communicate the policy to the school community and to feedback the effectiveness of the policy in the Annual Report to Governors.
    - School Governors to take a lead role in monitoring and reviewing this policy including liaising regularly with the Anti-bullying co-ordinator, Mrs T Bass.

- ➢ Governors, the Head teacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- ➢ Staff to support and uphold the policy.
- ➢ Parents/carers to support their children and work in partnership with the school.
- ➢ Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: Mr D Batley

The Anti-bullying co-ordinator with lead responsibility for this policy is: Mrs T Bass

13. **Monitoring, Evaluation and Review**

The Governors will review this policy every 2 years and assess its implementation and effectiveness.

This policy was approved by the Governing Body: Autumn 2024
This policy will be monitored and reviewed on: Autumn 2026

- ➢ The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes.
- ➢ The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- ➢ Any issues identified will be incorporated into the school's action planning.
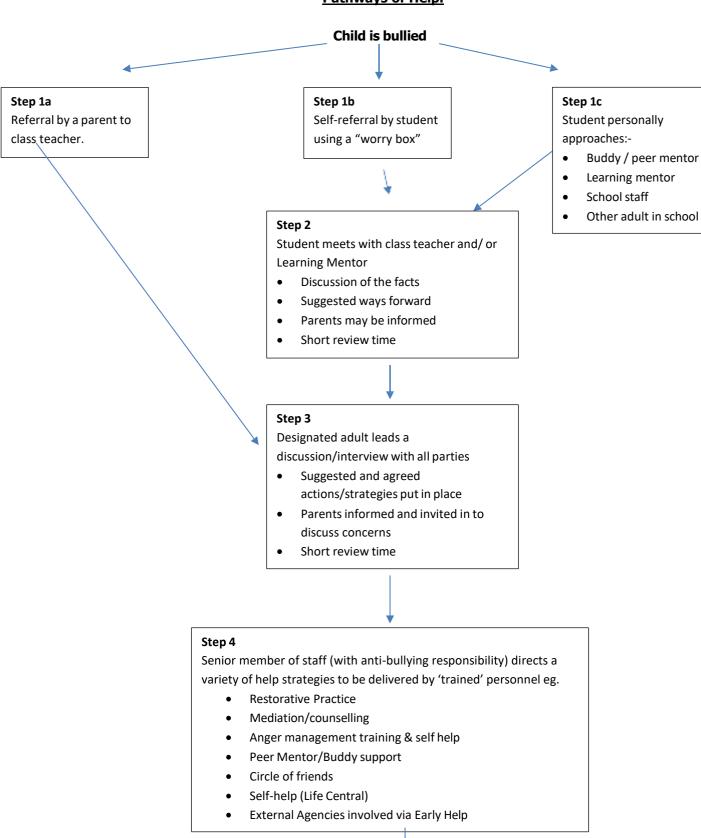
Appendix 1: Checklist for Managing a Bullying Incident

The following is a suggested checklist to support adults when managing a bullying incident. The second page lists points to consider when completing an interview with both parties.

Students named in incident: Date:

Checklist	√ and date when complete
Young person tells you that s/he is being bullied or the incident is observed.	
Report to the Anti-bullying school lead.	
Record incident following Anti-bullying policy.	
Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidance and record.	
Listen to other young people who may have observed the incident. Follow interview guidance and record.	
Ensure that an appropriate adult meets with the young person alleged to be responsible. Follow interview guidance and record.	
If there is evidence or admission of bullying, issue appropriate consequences following Anti-bullying policy and behaviour policy. If using restorative approaches provide opportunities for young person to reflect and consider how they may make amends.	
Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.	
If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned.	
Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Inform the young person responsible of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so.	
Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class/year group/school, assemblies, individual work with students, group work with students involved, referral to outside agencies.	
Monitor the situation and review with all parties to ensure the bullying has stopped.	
Review how successful your approach has been. What additional preventative measures need to be in place?	

Appendix 2: Recommended Procedures in School for Reporting Bullying Pathways of Help.

Child is bullied

Step 1a
Referral by a parent to class teacher.

Step 1b
Self-referral by student using a "worry box"

Step 1c
Student personally approaches:-
- Buddy / peer mentor
- Learning mentor
- School staff
- Other adult in school

Step 2
Student meets with class teacher and/ or Learning Mentor
- Discussion of the facts
- Suggested ways forward
- Parents may be informed
- Short review time

Step 3
Designated adult leads a discussion/interview with all parties
- Suggested and agreed actions/strategies put in place
- Parents informed and invited in to discuss concerns
- Short review time

Step 4
Senior member of staff (with anti-bullying responsibility) directs a variety of help strategies to be delivered by 'trained' personnel eg.
- Restorative Practice
- Mediation/counselling
- Anger management training & self help
- Peer Mentor/Buddy support
- Circle of friends
- Self-help (Life Central)
- External Agencies involved via Early Help

Step 5
Headteacher and Chair of Governors and inform/seek advice from LA Anti-Bullying Officer.

Appendix 3: Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies" and "Supporting children and young people who are bullied: Advice for schools" November 2014 https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health" https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Anti-bullying Ambassador Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND
- Anti-bullying Alliance All Together School: https://www.anti-bullyingalliance.org.uk/get-involved/become-all-together-school
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https:// www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Educate Against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational
  Sexual Violence and Harassment
- Lucy Faithfull Foundation: https://www.lucyfaithfull.org.uk/
- Rape Crisis: https://rapecrisis.org.uk/
- The Blue Door: https://www.thebluedoor.org/
- Brook: https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool
- Stop it Now! https://www.stopitnow.org.