



Anti-bullying Policy

June 2019

Designated Lead: Mrs J Lovejoy (Headteacher)

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Statement of intent

Abbots Farm Infant and Preschool we are committed to providing a caring, friendly and safe environment for all our children so that they can learn in a secure atmosphere; 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 children. These measures are part of the school's Behavioural Policy, which is communicated to all children, school staff and parents.

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

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

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:

- Behavioural Policy
- Child Protection and Safeguarding Policy
- Complaints Procedure

2. Definition

2.1. We have chosen to adopt Warwickshire Anti-bullying Partnership's definition of bullying:

When a child's or group of children's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physical and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for yourself

- 2.2. It could be bullying, when a child, or group of children have been made aware of the effects of their behaviour on another child, and they continue to behave in the same manner, this **is** bullying.
- 2.3. 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.
- 2.4. It is important to understand that bullying is **not** the *odd occasion* of children falling out with friends or saying things because they are upset, or when the occasional trick or joke is played on someone.
- 2.5. Vulnerable children 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.
- 2.6. Vulnerable children may include, but are not limited to:
- Children with SEND.
 - Children who are adopted.
 - Children suffering from a health problem.
 - Children with caring responsibilities.

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 body 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 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.

4.3. Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for children who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the headteacher of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Reporting any instances of bullying once they have been approached by a child for support.

4.4. Parents are responsible for:

- Informing their child's class teacher 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 class teacher of any changes.
- Supporting their child to keep evidence of cyber bullying and informing a member of staff should their child fall victim to cyber bullying.

4.5. Children are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other children in incidents.
- Informing a parent/carer if someone is being unkind online.

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. A number of strategies are used to prevent bullying such as:

- Each class agrees their own set of class rules
- Regular 'circle time' and classroom discussions deal with friendship and playtime issues.
- Children are read stories about bullying and being unkind
- Diversity, difference and respect for others is promoted and celebrated through various lessons.

- Drama activities and role plays help children to be more assertive
- Co-operative behaviour is recognised and encouraged
- Social and Emotional Aspect of Learning (SEAL) are used in the PSHE curriculum to support the policy.
- The Taking Care Project is part of our curriculum and is taught twice a year in each year group
- Encouraging pupils to discuss 'What is Friendship' and how to form positive attitudes and how to get on with other people.
- Awareness is raised through anti-bullying assemblies which includes discussions about diversity
- Participate in anti-bullying week by using age appropriate resources
- A small group of friends (Playground friends) volunteer to help and support any pupil without a friend/experiencing difficulties
- Children are confident they will be listened to by Teachers, Teaching Assistants and Midday Supervisors, who are on playground duty
- Each class has a worry box
- E-Safety Ambassadors ensure that children know how to keep themselves safe online.
- Have whole school E-safety days

- 6.2. All reported or investigated instances of bullying will be investigated by a member of staff.
- 6.3. All members of the school are made aware of this policy and their responsibilities in relation to it.
- 6.4. All staff have an 'open door' policy allowing children to discuss any bullying, whether they are victims or have witnessed an incident.
- 6.5. The school will be alert to, and address, any mental health and wellbeing issues amongst children, as these can be a cause of bullying behaviour.
- 6.6. 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. A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:
 - Is frightened of walking to or from school
 - Becomes withdrawn, anxious or lacking in confidence
 - Starts stammering

- Attempts or threatens running away
 - Cries themselves to sleep at night or has nightmares
 - Feels ill in the morning
 - Begins to do less well in school work
 - Comes home with clothes torn or books damaged
 - Has possessions go 'missing'
 - Has unexplained cuts or bruises
 - Becomes aggressive, disruptive or unreasonable
 - Is bullying other children or siblings
 - Stops eating
 - Is frightened to say what's wrong
 - Gives improbable excuses for any of the above
- 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 should be taken seriously and investigated as soon as possible.
- 7.3. Children 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.
- 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 child becoming aggravated
 - They have been the victim of domestic abuse
 - Their academic performance has started to fall, which has meant they are stressed
- 7.5. If staff become aware of any factors that could lead to bullying behaviours, they will notify the headteacher, who will investigate the matter and monitor the situation.

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 child 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 child is in danger, e.g. of being hurt, they will inform a 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 sexual abuse

- 9.1. The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.
- 9.2. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.
- 9.3. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.
- 9.4. The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.
- 9.5. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons. Such content will be age and stage of development specific, and tackle issues such as the following:
 - Healthy relationships
 - Respectful behaviour
 - Gender roles, stereotyping and equality
 - Body confidence and self-esteem
 - Prejudiced behaviour
 - That sexual violence and sexual harassment is always wrong
- 9.6. All staff will be aware that children of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".
- 9.7. All staff will be made aware of the heightened vulnerability of children with SEND, who are three times more likely to be abused than their peers.

- 9.8. Staff will not assume that possible indicators of abuse relate to the a child's SEND and will always explore indicators further.
- 9.9. Children will be made aware of how to raise concerns and how any concerns will be handled – this includes the process for reporting concerns about friends or peers.
- 9.10. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to the MASH.

Managing disclosures

- 9.11. Victims will always be taken seriously, reassured, supported and kept safe.
- 9.12. Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- 9.13. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of a DSL where necessary.
- 9.14. A DSL will be informed of any allegations of abuse against a child with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the child in mind at all times.

Confidentiality

- 9.15. The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.
- 9.16. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.
- 9.17. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.
- 9.18. The DSL will consider the following when making confidentiality decisions:
 - Parents will be informed unless it will place the victim at greater risk.
 - If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to MASH.
 - Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

9.19. More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

9.20. The school's Confidentiality Policy will be adhered to at all times.

10. Cyber bullying

10.1. The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in [section 12](#) of this policy if they become aware of any incidents.

10.2. The school will support children who have been victims of cyber bullying by holding formal and informal discussions with the child about their feelings and whether the bullying has stopped, in accordance with [section 13](#) and [section 14](#) of this policy. This will be done with the support of the parents/carers.

11. Procedures

11.1. All staff will respond calmly and consistently to all allegations and incidents of bullying including racism and homophobic bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard.

11.2. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

11.3. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- Class teacher or other member of staff informed
- Staff will make sure the victim is and feels safe
- Appropriate advice will be given to help the victim
- Staff will listen and speak to all children involved about the incident separately
- Staff will reinforce to the bully that their behaviour is unacceptable
- Informal discussion with the parents of the children involved
- Discussion of the situation with the Headteacher or Deputy Head, who may be involved immediately.
- The problem will be identified and possible solution suggested and an early resolution sought to discussing ways to help the children and the situation at the earliest opportunity
- The bully may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (See Section 12)
- In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem

- Both bullied and bullying parents are informed that the situation is being monitored by the class teacher/s concerned
- If possible the pupils will be reconciled
- An attempt will be made and support given to help the bully understand and change his/her their behaviour
- Continuing support will be offered should the victim felt it is needed
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- All incidents are recorded in a behaviour log. However, where the incidents are repeated the Head Teacher will record them in a Bullying and Incident log and discusses the matter with the pupil and parent.
- Bullying incidents will be discussed regularly at staff meetings
- The Headteacher will report any incidents of bullying termly to governors

12. Sanctions

- 12.1. If the headteacher is satisfied that bullying did take place, the child 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 child of the type of sanction to be used in this instance and future sanctions if the bullying continues.
- 12.3. If possible, the headteacher will attempt reconciliation and will obtain a genuine apology from the bully explaining what they are sorry for. 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. Other sanctions may include:
 - The bully may experience lose of class privileges
 - Lose playtimes (stay with class teacher, or do extra work)
 - Sit outside the head teacher's office
 - Spend playtimes and lunchtimes with an adult
 - Exclusion as a response to bullying to be used as a last resort
- 12.5. All sanctions to be relative to the severity of the bullying and will take into consideration any repetition of the bullying.
- 12.6. Parents are informed of bullying incidents and what action is being taken.
- 12.7. The headteacher will formally monitor the children involved over the next half-term.

13. Support

- 13.1. For a month after the initial complaint of bullying, the class teacher holds an informal discussion with child and parent, on a weekly basis, to check whether the bullying has stopped.
- 13.2. The headteacher holds a formal meeting, on a monthly basis with child and parent, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the headteacher, child and parent are confident the bullying has stopped.
- 13.3. If necessary, group dynamics are broken up by members of staff by assigning places in different classes as long as statutory class sizes of 30 are adhered to.
- 13.4. The victim is encouraged to tell a trusted adult in school if bullying is repeated.
- 13.5. The school will work with the victim to build resilience and ensure they are supported in the following ways:
 - Being listened to
 - Having an immediate opportunity to meet with a member of staff of their choice
 - Being reassured
 - Being offered continued support
 - Being offered counselling, where appropriate
- 13.6. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems and support them 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. Bullying outside of school

- 14.1. The headteacher has a specific statutory power to discipline children for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate childrens' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

- 14.2. Teachers have the power to discipline children for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises.
- 14.3. Where bullying outside school is reported to school staff, it is investigated and acted on.
- 14.4. In all cases of misbehaviour or bullying, members of staff can only discipline the child on school premises, or elsewhere when the child is under the lawful control of the member of staff, e.g. on a school trip.
- 14.5. The headteacher is responsible for determining whether it is appropriate to notify the police, or the PSCO, of the action taken against a child.
- 14.6. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

15. Monitoring and review

- 15.1. This policy is reviewed every two years by the headteacher.
- 15.2. The scheduled review date for this policy is June 2021.

Bullying Report Form

This form will be sent to the headteacher upon completion.

Personal details	
Name of person reporting incident:	
Name of child(s) being bullied:	
Gender:	
Class:	
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?

HELP GUIDE

WHAT CHILDREN CAN DO IF THEY ARE BEING BULLIED

- Be assertive – shout NO!
- Walk away confidently
- Don't fight back it may make things worse
- Go straight to a teacher or another adult in school and tell them. They will support you.
- Take a friend with you if you are scared to tell someone by yourself
- Teachers will take you seriously and will help to stop the bullying
- Don't blame yourself for what has happened.
- Don't keep quiet about it. Bullying is wrong.
- Be proud of who you are. Try not to show that you are upset.
- Stay with a group of friends.
- Tell your family

IF YOU KNOW SOMEONE IS BEING BULLIED

- Take action. Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and alone.
- If you feel you cannot get involved, tell a grown up straight away. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be friends with a bully.

WHAT PARENTS CAN DO IF THEY BELIEVE THEIR CHILD IS BEING BULLIED

- It is important that you advise your child not to fight back. It can make matters worse.
- Make sure your child knows our policy on bullying and that they need not be afraid to ask for help.
- If you feel your child may be a victim of bullying behaviour, let the school know. Your concern will be taken seriously and appropriate action will follow.