



## Hindhayes Infant School

### Anti-Bullying Policy

September 2023

At Hindhayes, we believe success is based on the partnerships between pupils, staff and the parent community. We endeavour to enrich and develop each child to be a successful individual that will become an active community citizen of the future.

Approved on: \_\_\_\_\_

Signed: \_\_\_\_\_

Role: \_\_\_\_\_

#### Introduction

Hindhayes Infant School will actively address bullying and take measures to stop it. The school will not tolerate the bullying of any member of the school community. The school community consists of pupils, parents/guardians/carers, governors, volunteers and all staff. We will actively support all victims of bullying and take appropriate action with the perpetrators. This work will be pursued through the pastoral and academic curriculum, as well as through the school's code of conduct, the teacher/ teaching assistant standards and the reporting and disciplinary procedures created to deal with all such incidents. All perpetrators will incur sanctions, up to and including exclusion, relative to the seriousness of the behaviour. At Hindhayes pupils recognise that at times incidents described as bullying are actually an incident of un-kindness and have produced 2 different reporting systems.

1. An incident of un-kindness. This is seen as a one off incident that caused harm to another person. The school will use restorative processes if the offender hadn't realised consequences of their actions. It may be recorded on a low level behaviour form.

2. A bullying incident. See policy definitions below.

**Hindhayes Infant School is a restorative school and will endeavour to help children learn through restorative processes to repair damaged relationships.**

#### What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend them-selves. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

#### What does bullying look like, feel like, sound like?

*Physical* – hitting, kicking, pinching, sexual assault, extortion, stealing, hiding belongings;

*Verbal* – name calling, mockery, insults, making offensive remarks or text messages (including the use of the internet), sexual innuendo, threats;

*Indirect* – spreading unpleasant stories about someone – including the use of the internet, exclusion from social groups being made the subject of malicious rumours, graffiti, defacing of property, display of pornographic, classist, disablist, homophobic, racist or sexist material.

#### Possible incidents

- verbal abuse by name-calling, offensive mimicry
- physical threats or attacks
- refusing to co-operate in work and play (refusing to sit next to someone)
- graffiti
- mocking clothing and belongings
- inciting others
- defacing of property

#### Who bullies?

Anyone has the capacity to bully. There are no completely reliable predisposition diagnoses. However, those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor bullying. This puts equal opportunities and inclusion at the centre of all anti-bullying work.

#### Who is bullied?

- Anyone can be bullied – pupils, parents/carer/guardian or staff member.
- People who suffer bullying are often perceived by others to be different.
- Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour.
- Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as classist, disablist, homophobic, racist and religious, or sexist
- People can be assigned or be a member of more than one group.

#### Expectations of the School Community

The school accepts that:

- every member of the school community has the right to feel comfortable, safe, secure, equally valued and respected;
- every member of the school community has the right to grow and change, free from prejudice, stereotyping, harassment and negative discrimination;
- every pupil in the school community has the right to equal access to a curriculum that meets their needs;
- learning is the entitlement and responsibility of every member of the school community;
- every member of the school community has the right to object to and/or reject language or behaviour, which is offensive and/or intimidating;
- every member of the school community has the responsibility to treat others with respect;
- it is the responsibility of every member of the school community to address/or report all incidents of bullying.

## **Categories of bully type and possible incidents**

### **What is classist bullying?**

In classist bullying, a person is targeted for representing a perceived class or socio-economic group. This not only impacts on the individual person, but on their families and others perceived to be from that same group.

### **What is disabilist bullying?**

People with Special Educational Needs or a disability may be less able or more reluctant to articulate experiences. They are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability. Incidents may include:

- mockery of person's contributions to work, difficulty or disability

### **What is homophobic bullying?**

In homophobic bullying, a person is targeted for being perceived as a lesbian, gay, bisexual or transgendered (trans) person. People do not have to be lesbian, gay, bisexual or trans to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

### **What is racist, religious or sexist bullying?**

In racist and religious bullying, a person is targeted for being perceived as a being a member of a different ethnic, cultural or religious group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group.

Inappropriate assumptions maybe made about someone's religion or belief because of their ethnic origin.

Incidents may also include:

- pretending not to understand / using gibberish
- wearing of provocative badges or insignia
- having racist leaflets, comics or magazines
- mockery of culture, dress, religious observance, dietary habits and country of origin.

In sexist bullying, a person is targeted for being perceived as being a member of a particular gender. This bullying impacts on the individual person and on all men and women.

Incidents may also include:

- inappropriate and uninvited touching
- sexual assault
- display of pornographic material
- wearing of provocative badges or insignia
- having sexist leaflets, comics or magazines
- sexual innuendo
- inciting others to behave in a sexist way
- mockery of a person's demeanour, way of speaking, clothing and of subject and career choice.

## **Action**

- All members of the school community will be alert to the possibility of breaches of the policy and take appropriate action. Pupils who identify that the policy is not being followed will alert an adult they trust. This may be their class teacher, teaching assistant, lunchtime supervisor or other staff member. The person who receives a report from the pupil will take it extremely seriously and record it using a behaviour form or bullying log.

- All allegations of breaches of the policy will be investigated thoroughly and sensitively. If a teacher is unsure how to deal with the incident, he or she will seek advice from more senior staff such as the Head teacher or Deputy Head.

- Bullying can be a crime, we may therefore choose to involve the police where appropriate.

- Incidents and allegations will be investigated and the outcome recorded on the appropriate forms as specified by County. Feedback will always be provided to individuals who have made the allegations or complaint.

- All incidents of bullying will be recorded and their frequency and type monitored. This information will be used to inform the development of the school's anti-bullying work.

- Parents/guardians/carers are very important to the school and they have much to contribute to our anti-bullying work, policy and process. On admission to the school parents are expected to follow the policies of Hindhayes School.

- The school, in return, commits itself to investigate any allegations of bullying from parents/carer/guardians promptly and to feedback the outcome of such investigations. All incidents reported by parents/carers/guardians will be recorded.

- Parents/carers/guardians, pupils and all staff will be given clear procedures on how to report incidents.

- The school will provide training to all staff on how to recognise and deal with bullying. The school recognises that this must be done in a consistent and transparent manner.

- Every member of the community has the responsibility to report all incidents of bullying.

## **Prevention**

Children's behaviour is affected by the behaviour of the adults around them. Therefore we expect adults in the school community to model respectful and courteous behaviour. In the promotion of the school's anti-bullying work all pastoral and academic curriculum areas and all school staff will reflect the school's equal opportunities policy and practice in all their work.

The school will develop partnerships with outside agencies such as the LA, local voluntary groups, theatre in education projects, victim support and the police where appropriate.

These partnerships can be used to inform staff and parents/carers/guardians of the issues and to give them support.

## **Roles of the school community**

### **The role of governors**

- Supports the Headteacher in all attempts to eliminate bullying from our school.
- The governing body will not condone any bullying at all in our school, and any incidents of bullying will be taken very seriously and dealt with appropriately.
- Monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly.
- The governors require the Headteacher to keep accurate records of all bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter, in accordance with the Complaints Policy.

### **The role of the Headteacher**

- To ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- To ensure that all staff (including lunchtime staff) receives sufficient training to be able to identify and deal with all incidents of bullying and to implement this policy.
- To set the school climate of mutual support and praise for success, making bullying less likely.
- Should investigations prove that bullying is taking place the Headteacher will be informed and take responsibility for deciding the appropriate course of action.
- The Headteacher will discuss the 'problem' with a group of children including those involved. Feelings, actions and desires will be discussed by all the children and a plan of action drawn up. The group will be monitored over a period of time to check that the situation remains resolved.

• Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. Where bullying outside school is reported to school staff, it should be investigated and acted on. To consider whether to notify the police or anti-social behaviour coordinator in the local authority, of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

### **The role of the teacher and support staff**

- All the staff in our school takes all forms of bullying seriously and seek to prevent it from taking place.
- If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time then the matter is referred to the Headteacher.
- Each staff member has access to behaviour Reporting forms which are handed to a member of SLT and reviewed by teachers. There is a bullying log which records incidents of specific bullying, information includes; pupils involved, a description of the accusation of bullying, statement from pupil and follow up action taken.
- When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong and is encouraging a change in behaviour in future.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play and stories within the formal curriculum, to help pupils understand the feelings of bullied children and to practice the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children (See behaviour policy) to help create a positive atmosphere.

### **The role of parents**

- Parents who are concerned that their child might be being bullied and / or bullying others, should contact their child's class teacher immediately. If they are unsatisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the School's Complaints Procedure.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **The role of pupils**

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of school issues, including bullying. There are special occasions such as assemblies, designated time in lessons and circle time when pupils are invited to tell us their views about bullying.

## **Monitoring and review**

- This policy is monitored on a regular basis by the Headteacher, who reports to governors on request about the effectiveness of the policy.
- This policy will be reviewed every two years, or earlier as necessary.