



Anti-Bullying Policy

July 2024

Version 1.4

Review date: July 2027

Version Control

Version	Date	Changes	Updated by
1	Summer 2018		
1.1	October 2020 November 2020	Minor amendments following guidance. Equality statement added. Approved at Progress and Attainment Committee Meeting on 16.11.2020	Jane Charman and Natasha Parry
1.2	July 2021	Added 'transphobic' and 'biphobic' to Introduction Added Appendix 1	Rachel Enwonwu
1.3	November 2022 November 2022	Updated school definition of bullying. Approved at FGB 14.11.22 and shared with all staff.	Laura Hulet
1.4	July 2024 Nov 2024	Reviewed, minor amendments made. Review cycle changed from two years to three years. Approved by Headship Team. Noted as approved at the Curriculum meeting on 11/11/2024.	Jane Charman

This policy should be read in conjunction with the following policies: Promoting positive behaviour, Safeguarding and Child Protection, Code of Conduct and the school's Visions, Aims and Values.

Introduction

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it
- Fosters good relations between people who share a protected characteristic and people who do not share it

We are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. Bullying in schools should be taken very seriously; it is not a normal part of growing up and it can ruin lives.

Our anti-bullying policy is in place to ensure that our pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

At Park Hill Infants we define bullying as 'the repetitive, intentional hurting of one person or group by another person or group' where the relationship involves an imbalance of power. It can happen face to face or online.' (Anti-Bullying Alliance)

The main types of bullying include but are not exclusive to:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- Any prejudice-based bullying (such as racist, transphobic, homophobic, biphobic¹)
- indirect (spreading rumours, excluding someone from social groups)
- Online/ Cyber bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in attitude to their work, a lack of

concentration or reluctance to attend school. Pupils must be encouraged to report any incident which they may perceive as bullying, immediately, to a familiar adult within the school.

Anti-bullying Week occurs annually, the whole school attends an assembly led by the PSHE leader and further activities are carried out in classes throughout the week focusing on raising awareness. In addition, the topic of bullying is addressed consistently throughout the year in circle times, assemblies and in the PHSE curriculum.

Aims and objectives

Bullying is wrong and can damage individual children. We therefore do all we can to prevent it, by developing a whole school ethos in which bullying is regarded as unacceptable. Our school ethos 'All Different, All Equal, All Achieving' celebrates diversity and champions differences. Our five school values 'Respect, Honesty, Positivity, Kindness and Courage' underpin all that we work to achieve in school.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy. The governors require the Headteacher to keep accurate records of all incidents of bullying (on CPOMS), and to report to the governors on request about the effectiveness of school anti-bullying strategies. The termly Headteachers report to Governors contains information on any incidents of bullying in school during the period covered by the report.

A parent who is dissatisfied with the way the school has dealt with a bullying incident should then follow the Schools complaints process. In all cases, a full investigation into the case, would be completed and reported back to a representative of the governing body.

The role of the Headteacher/Headship Team

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff, (both teaching and non-teaching), are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headship team ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. All staff highlight this at appropriate times. For example, if an incident were to occur, the Headship team may decide to use an assembly as the forum in which to discuss bullying with other children and why certain behaviour is wrong. They may also discuss why it may be necessary to reprimand and help a pupil to change their attitude and behaviour.

The Headteacher sets the school climate of mutual support and praise for success. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of teaching/ support staff/ senior staff

All the staff in our school take all forms of bullying seriously, and endeavour to prevent it from taking place.

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, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to be aware of negative peer pressure, which could lead to bullying behaviour. We incorporate 'Jigsaw' into our whole school curriculum to promote good behaviour and attitudes throughout the school, whatever the age of the child. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. E-safety is an important part of our curriculum and information for parents is included in newsletters and on the school website. E-safety workshops are held to raise parental awareness of online/cyber bullying.

When any bullying has taken place between children, the teacher(s) and Headship team will deal with the issue immediately. Staff will first establish the facts, and build an accurate picture of events over time. Further actions may involve discussion and support for the victim, and consequences for the instigator. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. Both childrens' parents are invited into the school separately to discuss the situation. All necessary staff within the school are notified of the incident in order to monitor the situation going forward. Teachers record incidents of bullying that occur in their class on CPOMS. Help and support from the school counsellor and the Nurture Support Mentor are also available for the instigator.

The role of parents

Parents who are concerned that their child may be a victim of bullying, or who suspect that their child may be the instigator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should then contact the Year group leader, followed by a member of the Headship team. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus, on the school website.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging 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 ensure that adults in school are aware of the problem.

Pupils are invited to tell us their views about a range of school issues, including bullying, in circle times and through school council meetings.

Equality

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more able, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

Monitoring and review

Governors have oversight of the school's anti-bullying policy, and help to review its effectiveness. The school's bullying logbook is available for inspection. All incidents of bullying are recorded, and may be discussed with the Headteacher. Governors may analyse information for patterns of people, places or groups. In particular racist/homophobic bullying, or bullying directed at children with disabilities or special educational needs would warrant further investigation.

This policy will be reviewed every three years, or earlier if necessary. At each review, it will be approved by the Headship Team.

Signed: _____

Print Name: _____

Date: _____

Appendix 1

Definitions

¹For the purpose of this policy, we use the definitions of 'homophobia', 'biphobia' and 'homophobic/biphobic bullying' as set out by Beyond Bullying: <https://www.beyondbullying.com/homophobicbullying>

“What is homophobia/biphobia?

Homophobia and biphobia can be defined as an irrational dislike, hatred or fear of individuals that are, or are perceived to be lesbian, gay or bisexual. It results in negative consequences ranging from damage of self-esteem to premature death.

Such attitudes can also affect anyone who does not conform to stereotypical standards of masculine or feminine behaviour.

What is homophobic/biphobic bullying?

Homophobic bullying is often present in an environment that fails to challenge and respond to homophobia.

Like other forms of bullying, homophobic bullying can be physical, verbal or indirect. Often it is the language that can distinguish it from other forms and the motivation of the bullies is specific.”