

## **William Austin Infant School**

### **Anti-Bullying Policy**

**January 2025**

#### **A Definition**

Although there is no legal definition, the Government defines bullying as: Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying involves an imbalance of power between the perpetrator and the victim. 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 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, July 2017)

At William Austin Infant School we teach pupils that bullying is something that is deliberate, happens more than once and where one or more people have a perceived advantage or strength over the other. It is made clear that bullying is not acceptable and that there are severe consequences for any bullying actions. We try to make the distinction clear between bullying behaviour and one off, silly or unkind behaviour.

Bullying is a series of persistent, wilful, conscious actions to hurt, threaten, frighten, or intimidate someone else, and will not be tolerated at our school. In very simple terms, pupils are taught that it happens a lot, it is done on purpose and that it is wrong.

#### **A Mission Statement**

Tackling bullying is one part of making our school a happy place for everyone. It is a key priority for making sure all pupils feel safe, happy, ready to learn and able to reach their full potential. Bullying is never acceptable and will not be tolerated in our school.

#### **Rationale**

We believe that every member of the school community has the right to attend school each day without fearing or suffering from any form of abuse or aggression or intimidation; and that all members of the school community have the responsibility to ensure that others feel safe and protected. Our school has a responsibility to create a safe and secure environment for the children and adults in our care. We acknowledge that bullying can take many forms and that there is no stereotype of a 'typical' bully. We believe that by building on an ethos of positive discipline and by promoting self-esteem among all the children and adults in the school, incidents of bullying will be dealt with swiftly, and behaviour patterns can be moderated.

It must be recognised that in the school community both adults and children can be bullies or victims of bullying. The adults in school aim to lead by example, and to treat all members of the school community with dignity and respect. We expect parents to

support us in these aims, and in their dealings with us. The following statement from the Department for Education's document 'Safe to Learn: Embedding Anti-Bullying work in Schools' supports our rationale.

"Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people. Bullying has no place anywhere in the school community, and this applies both to the bullying of pupils and teachers."

### **The Effects of Bullying**

The effects of bullying can be far-reaching. Victims may receive physical wounds or show physical symptoms such as stuttering or nervous tics. They may have torn or damaged clothes or equipment or may 'lose' items. They may suffer emotional harm, such as fear and withdrawal or loss of self-esteem. They may under-achieve in school, or truant and feign illness. They may have behaviour problems, eating disorders, become aggressive or violent, or bed-wetting. They may have a change of behaviour towards the people at home, showing aggression to siblings or being short tempered with adults. Victims may themselves go on to become bullies.

Bullying affects everyone, not just the bullies and victims. It affects others, who may witness violence and aggression and the distress of the victim.

### **Aims**

By implementing this policy and the accompanying guidelines, we intend:

- To raise awareness amongst pupils and staff of what bullying is and what it may look like.
- To raise awareness amongst pupils and staff that bullying actions will not be tolerated.
- To give all members of the school community clear procedures to follow if bullying takes place.
- To create a safe, protective environment throughout the school, including the playground, where pupils and adults feel valued, and their talents can flourish.
- To publicise our anti-bullying strategies among parents and the community.
- To promote an ethos where parents know that they can come into the school and share any concerns about bullying, that these concerns will be dealt with quickly, and that they will be informed of any outcomes or actions taken.

### **Expected Outcomes**

We intend that all pupils, teachers and other members of the school staff, parents and the wider community will know:

- That there will be an immediate response to any form of bullying.
- That any reported incident will be taken seriously.
- That staff will intervene effectively if they suspect bullying happens.
- That there will be a general awareness and recognition of bullying in all its forms.

We expect that there will be:

- An increase in the happiness and safety of the pupils, and in their self-esteem and confidence.
- An increase in educational achievement, within a safe and protective environment.
- A decrease in the number of bullying incidents.
- The promotion of positive behavioural role models which are accepted as the norm.
- The knowledge among pupils and parents that bullying will never be condoned and that through policy and action the school will respond positively and effectively to bullying.
- An improvement to the school environment, both inside and outside.
- A reputation within the community as an effective, caring school.

### **Procedural Guidelines**

Bullying can take many forms:

- **Physical**: unprovoked assault on a person or a group, which can range from a 'prod' to grievous bodily harm – or even killing.
- **Psychological**: reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing. This can be about race, gender, disability, family circumstances, appearance or any other features of a person's life that can be used to wound them.
- **Social ostracism**: rejection by the peer group or other significant persons.
- **Verbal**: the deliberate use of derogatory or offensive language, such as swearing, racist or sexist abuse, sexual innuendo.
- **Indirect**: other forms of bullying can include interference with personal property, extortion, spreading rumours.
- **Cyber**: the use of media such as text messaging, emails, social networking sites to intimidate, threaten, tease, exclude or spread rumours about another person.

Bullying affects pupils, families, teaching and non-teaching staff and governors. Families can be powerful allies and can help to promote anti-bullying values within the home. They should be encouraged to share concerns and to work with the school if they suspect bullying.

### **Preventing and Teaching about bullying**

During the Autumn term there is a whole school focus on understanding recognising and responding to bullying which raises the awareness of staff and pupils as to what bullying is, where it happens, and how to deal with it. At William Austin Infant school this takes place through 'Friendship Week' where pupils and staff are involved in class discussions, fun activities and assemblies. Friendship Week takes place during the National Anti-Bullying week each year which promotes friendship and making pupils aware of what bullying is. Pupils are also taught about bullying, the affects it has and how to deal with bullying through class assemblies, circle time discussions and stories.

During Friendship Week pupils in the Infant school work towards the following learning intentions:

### **Foundation stage**

- I know I belong in my classroom.
- I like the ways we are all different and can tell you something special about me.
- I can tell you some ways in which children can be unkind and bully others.
- I can tell you how it feels when someone bullies you.
- I can be kind to children who have been bullied.
- I know who I could talk to in school if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

### **Years 1 and 2**

- I can tell you what bullying is.
- I can tell you some ways in which I am the same and different from my friends.
- I am proud of the ways in which I am different.
- I can tell you how someone who is bullied feels.
- I can be kind to children who are bullied.
- I know that when you feel sad, it affects the way you behave and how you think.
- I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Pupils are made aware through anti-bullying week that they have the responsibility to inform an adult if they see bullying behaviour from others even if it is not directed towards them. It is taught that standing by and not helping someone is just as bad as the bullying behaviour. A key message that all staff reinforce is that pupils don't have to be 'best friends' with everyone but they must be respectful of everyone's feelings.

Anti-bullying week is used as a platform to help pupils and staff think critically about bullying and the ways in which bullying can be reduced, however the teaching and prevention of bullying is embedded within the work of the whole school. It is looked at in individual classrooms or year groups following any incidents of suspected bullying behaviour and is monitored and discussed with all staff who have responsibility for pupils.

The Values Education Programme and Fundamental British Values are intended to support the spiritual, moral, social and cultural development of every pupil within the school. Values education programme will support children to develop values to implement in day-to-day activities. Key values will help children to reinforce behaviour expectations and play a key role in preventing bullying from occurring. Previously taught values can be applied and are reinforced during friendship week. Regular Values workshops also support positive behaviour within school and deter bullying behaviours.

The Computing curriculum will include opportunities for adults and children to discuss how they can stay safe online and prevent bullying from occurring. Children and adults should be clear that bullying will not be tolerated in any form and can occur online. Our Online Safety Planning is adapted from Project Evolve which uses the Government's Education for a Connected World Framework. The planning covers 7 strands which are self-image and identify, online relationships, online reputation, online bullying, managing online information, health, well-being and lifestyle, privacy and security and copyright and ownership. Weekly lessons include opportunities for

children to talk about and understand that anyone experiencing bullying (e.g., school, home or online) can get help. They learn to identify who they can turn to for help and support. They learn about their right to say no online and the importance of showing respect and seeking permission first.

Safer internet day will allow the opportunity for discussions to take place around cyber bullying and what children need to do if they find themselves in a similar situation. Children will be made aware of rules to follow when they are online and how to keep safe.

The following are some areas that are covered in the Online Safety Planning to remind children how to stay safe when accessing content online at home.

- Make sure you use the privacy settings.
- Always respect others – be careful what you say online.
- Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back.
- Remind children online there are a lot of strangers. Keep your personal information safe and location hidden.
- Treat your password like your toothbrush – keep it to yourself and change it regularly. Block the bully – learn how to block or report someone who is behaving badly. Children can close laptops or switch off the monitor if something that upsets them comes up on the screen.
- Do not retaliate or reply to offending e-mails, text messages or online conversations.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher or call a helpline like Childline on 08001111 in confidence.
- Report bullying.

Any 'serious incidents' such as serious aggression, bullying, racism, radicalisation or extremism displayed by children will not be tolerated and staff will report such incidents immediately to the Designated Safeguarding Lead or the Prevent Lead (SPOC). Staff will record any serious incidents on either the Behaviour Incident Log form (Appendix 1) or the School Hate Incident form (Appendix 2). This can be found in the Behaviour Policy as well as Appendix 1 and 2.

At William Austin Infant School we are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. Incidents of child-on-child abuse may need to be handled with reference to a number of policies in school such as the Child-on-Child Abuse Policy, the Behaviour Policy, Anti- Bullying Policy, Safeguarding and Child Protection Policy for Schools and Educational Services. and Online Safety Policy.

Parents play a key role in supporting the school's aims to educate pupils about bullying behaviour and how to respond to it. Pupils will often talk to their parents about incidents that have happened, that they have not told school staff members about. By reinforcing to their children, the message that there is always somebody in school who will listen and help, parents can help the school to reduce incidents of unkind behaviour. Parents can also support the school by reinforcing the messages of expected behaviour with their children at home. (See Appendix 4)

## **Dealing With Bullying Incidents – Guidelines for Teachers and Non-Teaching Staff**

### **Immediate response**

- Remain calm and establish the facts.
- Take the report seriously.
- Take action as soon as possible.
- Decide whether your action needs to be private or public.
- Reassure the victim.
- Offer help, advice and support to the victim.
- Make it plain to the bully that you disapprove of their action.
- Encourage the bully to see the victim's point of view.
- Punish the bully, following guidelines in the school's Behaviour Policy. Explain the punishment and the reason clearly, linking cause and effect.
- Inform the Headteacher, Class Teacher or Senior Lunchtime Supervisor of the incident and your action, depending on your role in the school.
- Inform colleagues if the incident involved children from another class or a situation where everyone should be vigilant, such as the toilets.
- Discuss with the Headteacher or Senior Lunchtime Supervisor whether both sets of parents should be informed and whether a constructive plan needs to be put in place.
- If you have discovered the 'trigger factor' that led to the incident, try to think of strategies to prevent a reoccurrence of the incident.
- Try to present the bully with an expectation of positive behaviour. Never let the incident 'live on'.
- Condemn the bully's behaviour but not their personality.
- Keep a record of the incident. (see Appendix 1 and 2)
- Follow up to ensure that the bullying is not continuing.

**All members of staff who work with children have been informed of, and have access to the bullying flow chart which shows the steps to take when dealing with suspected bullying behaviour (see Appendix 3)**

### **Monitoring Levels of Bullying.**

Any concerns raised by pupils or adults in the classrooms are dealt with by the class teacher. The class teacher will investigate the concern, using the bullying behaviour flow chart. If it is necessary, the class teacher will alert the Headteacher and discuss the actions to be taken. (See Appendix 1 and 2)

We log and keep a record of all bullying incidents, and these are kept in a folder in the Headteacher's office. The Headteacher keeps accurate records of all incidents of bullying and reports these at governor meetings.

All school staff are reminded that they should act as soon as they suspect bullying behaviour and not wait to be told. It should be dealt with in the same way as any other safeguarding matter. Pupils may not be aware that they are being bullied – they may be too young or have additional needs. Some pupils will also be too scared or embarrassed to tell anybody. These reasons make it vital to immediately act on any suspicion of bullying.

Bullying is more likely to take place in areas not under direct supervision. Adults who supervise pupils for any part of the day should be particularly vigilant of these areas.

These may include secluded corners of the playground, toilets or corridors. If an incident does take place in one of these areas, it should be shared with all staff members so that everyone can be more vigilant.

### Playtimes

The duty staff alert the class teacher to any incidents. Class teachers should inform lunchtime supervisors of incidents that happen so they can monitor any pupils involved and be aware of problems that may resurface at lunchtime.

### Lunchtimes

When the bell is rung at the end of lunchtime, the Lunchtime Supervisors are able to discuss any concerns with the class teachers.

Each Lunchtime Supervisor has a notebook for the class. They will note any incidents in this book. The Senior Supervisors are expected to monitor these notebooks and report any concerns to the class teacher or Headteacher. Any serious incidents are brought to the Headteacher's attention as soon as possible.

### **Dealing with Bullying**

The class teacher or Headteacher will ensure that the victim and their family is aware that the bullying is being dealt with and will keep them informed of any outcomes.

Should a pupil be demonstrating behaviour that is classified as bullying, the Headteacher or the class teacher if this is deemed most appropriate in the first instance, will make contact with the pupil's parents. This will be done in person, perhaps at the end of the school day, or by letter. The pupil's parents will be asked to come to school to discuss the issue and the way forward. The school expects parents to support our expressed aims, and any behaviour modification programme or sanctions that may be initiated (see Behaviour Policy for explanation of sanctions used in school); we recognise that it may be difficult for parents to accept that their child is bullying others, and for this reason we keep documented evidence. We also reiterate that it is the behaviour, not the person that we condemn.

If necessary, the parents will be asked to consent to the school contacting the Behaviour and Tuition Service or other appropriate external agencies for advice and support for their child.

### **Finally**

We recognise that bullying can be a complex problem, and that matters cannot sometimes be entirely resolved in school. However, bullying flourishes in a climate of fear and secrecy, and the school wishes to be open and clear in its position on this subject.

Such behaviour, in whatever form it takes, is always unacceptable and will not be tolerated. In persistent cases it may be necessary for the Governors to be informed and for further action to be considered.

### Consultation process

This policy was developed through consultation with Teaching and Support staff, Lunchtime Supervisors, Governors, parents and pupils.

## **Publicising the Policy**

This policy will be available on the school website. A copy of this policy will be displayed on the notice board in the entrance area. A copy will be sent to any parent on request, and it will be included in the School Brochure.

## **Review**

The policy will be reviewed on an annual basis.

Reviewed January 2025

To be reviewed January 2026

**This policy and appendices were written with consideration of and reference to the following school policies and procedures:**

- SEND Policy
- Uniform Policy
- Trips and Visits Policy
- Pupil Premium Policy
- Health and Safety Policy
- Disabilities Policy
- Equalities Policy
- Home School agreement
- Safeguarding Policy
- Computing Policy
- Online safety Policy
- Positive handling Policy
- Relationship Policy
- School Policy Statement
- Promoting Positive Behaviour Policy

## Appendix 1 - Behaviour Incident Log

**WILLIAM AUSTIN INFANT SCHOOL BEHAVIOUR INCIDENT LOG**

Child's Full Name and Class	
Place of incident	
Date & Time of incident	
Recorded by	
Other adults involved	
Name of Victim and Class	
Other child participants	

Please tick the incident description that is the nearest match. Add further notes as appropriate

Hurting a child or adult	<input type="checkbox"/>	Fighting	<input type="checkbox"/>
Leaving the learning environment	<input type="checkbox"/>	Repeated refusal to follow instructions	<input type="checkbox"/>
Throwing equipment	<input type="checkbox"/>	Damage to school property/equipment	<input type="checkbox"/>
Swearing/using abusive language to children/adults	<input type="checkbox"/>	Sexually inappropriate behaviour (complete Safeguarding form)	<input type="checkbox"/>
Threatening behaviour towards children/adults	<input type="checkbox"/>	Was Restraint Required? No <input type="checkbox"/> Yes <input type="checkbox"/>	
Other (please comment below)			

Briefly state context of incident

Incident:

Adult actions:

Was first aid needed?	Needed by .....
No <input type="checkbox"/> Yes <input type="checkbox"/>	Administered by .....

Child's views:

Follow up/Agreed actions (to be completed by Team Leader/SLT in discussion with appropriate colleagues):

SLT/Team Leader Name .....

Parents informed	<input type="checkbox"/>	Outcome/Sanction:
Medical informed	<input type="checkbox"/>	.....
SLT informed	<input type="checkbox"/>	.....
		If yes, please state who .....
		Informed by ..... Date .....

Signed: .....	Date: .....
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## Appendix 2 - School Hate Incident Form

### Schools Hate Incident Monitoring Form

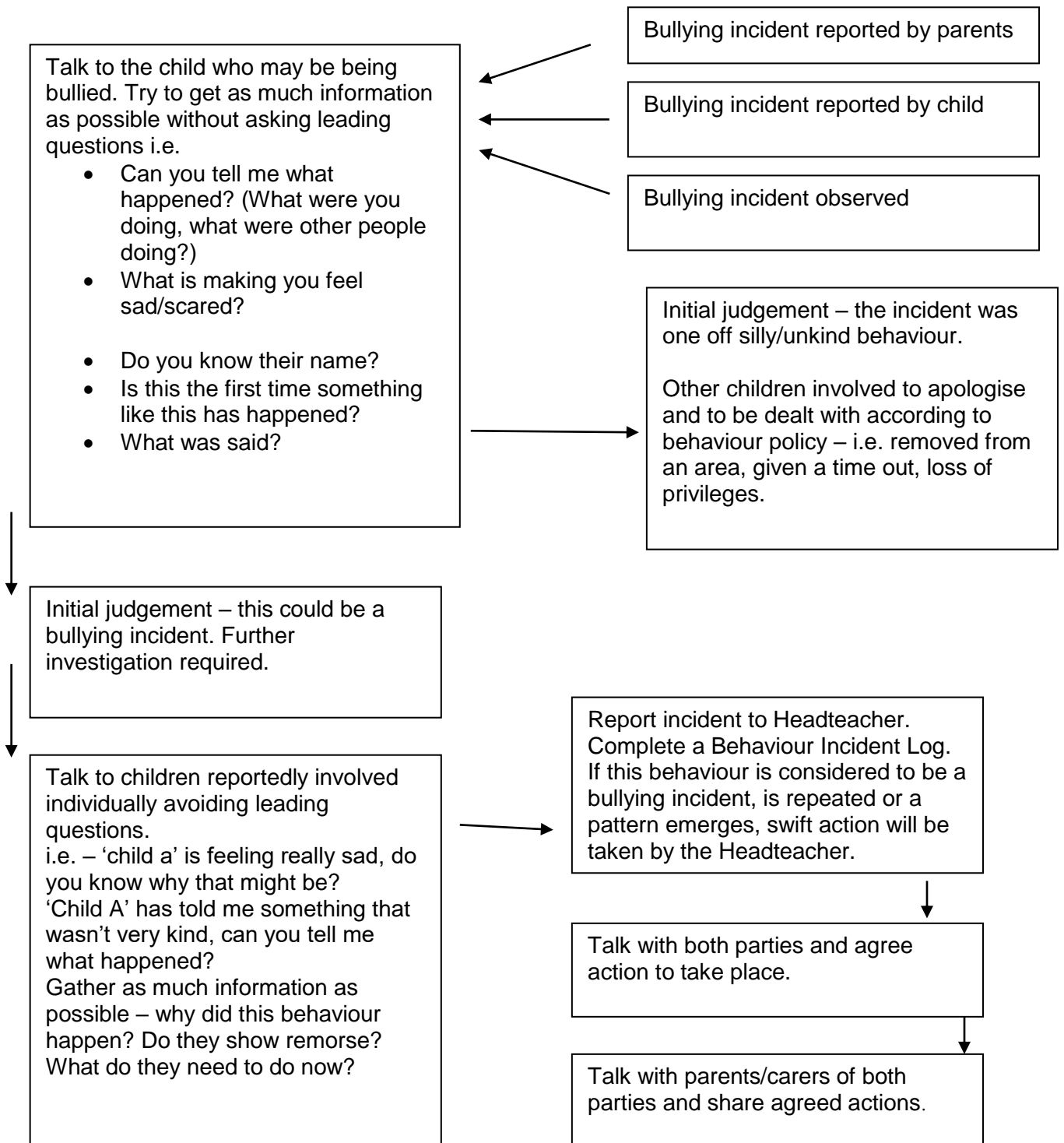
Please complete the following table by identifying the type of incident that the individual has been victim to and the reasons that they may feel it has happened. Please also provide characteristics of the victim and perpetrator as far as is possible.

Location:	Date	Name of child / year / class											
<b>Incident Type</b>													
<b>Verbal</b>					<b>Violence</b>				<b>General</b>				
VICTIM Please ask the victim if they feel that they were bullied because of any of the following reasons		Offensive Jokes	Inciting	Vicious/ Threatening	Name Calling	Ridiculing differences	Other (please specify)	Jostling/ punching/ kicking	Use of Weapon	Other (please specify)	Refusal to co-operate or work with another child/young person	Abuse of personal property	Graffiti
Race													
Gender													
Disability													
Age													
Sexual Orientation													
Religion/Belief													
Gender Reassignment													
Do you believe it was for any other reason; please state													
Victim (please specify as much as possible)									Perpetrator (please specify as much as possible)				
Race		Where did the above take place:							Race				
Gender		In the playground / school site							Gender				
Disability		Journey to/from school							Disability				
Age		Phone/text/Social networking							Age				
Sexual Orientation		Other							Sexual Orientation				

### Appendix 3

#### Bullying incident process flow chart

People can often confuse bullying with isolated unkind or silly behaviour. Behaviour is classed as bullying when there is repeated aggressive actions or attitudes to an individual or a group with an imbalance of power. This imbalance could be in terms of numbers involved, the physical size of those involved, or the vulnerability of those involved.



Talk with those involved on a daily basis until sure the incident is resolved  
Continue to monitor and check at regular intervals.  
Recommend any persistent offenders or victims for extra support by joining our Nurture and Social Skills group, spending reflection time with the Headteacher and completing a reflection book.

