



Thorpe Acre Infant School

Anti-Bullying Policy

Approved by : Chair of Governors

Signed :

Dr Anne Johnson

Date : November 2021

Next review due by : November 2024

Reaching High, Learning and Growing Together

Safeguarding Statement

At Thorpe Acre Infant School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Thorpe Acre Infant School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

GDPR Statement

The school has arrangements in place to ensure that all personal data records held by the school are obtained, processed, used and retained in accordance with the eight rules of data protection (based on the Data Protection Acts).

Equality Impact Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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1. Objective of this Policy

The key objective of this Anti-Bullying policy is to ensure all school staff, pupils, parents/carers, governors and visitors will have an understanding of what bullying is and what the school policy and procedures are.

2. Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to report it and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff.

3. What is Bullying?

DFE guidance (2012) defines bullying as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). It results in pain and distress. There is a difference between targeted bullying and the ‘falling out’, that both children and adults can experience. Bullying is the systematic and persistent use of aggression with the intention of hurting another person. Bullying can be:

- Emotional : being unkind, excluding, tormenting
- Physical : pushing, kicking, hitting, punching or any use of violence
- Racist : racial taunts, graffiti, gestures
- Sexual : unwanted physical contact or sexually abusive comments
- Homophobic : because of, or focusing on, the issue of sexuality
- Verbal : name-calling, sarcasm, spreading rumours, teasing.

4. Why is it Important for School to Respond to Bullying?

Bullying causes mental and/or physical pain. No-one deserves to be a victim of bullying and everybody has the right to be treated with respect. As a school we have a responsibility to respond promptly and effectively to any issues of bullying.

5. Prevention

The systems in school encourage expected behaviour and this is supported in our Personal Social Health Education (PSHE) lessons and through assemblies. Anti-bullying procedures are also in place to prevent, detect and manage such unacceptable behaviour effectively.

6. The Role of Governors

The Governing Body supports the school to eliminate bullying. The Governing Body will not condone any bullying in, or related to, the school setting. Any incidents of bullying that do occur will be taken seriously and dealt with appropriately. The Governing Body monitors any incidents of bullying and regularly reviews the effectiveness of this policy. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on the effectiveness of school anti-bullying strategies.

7. Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. Staff in school should be aware of these possible signs and should investigate if a pupil:

- Is unwilling to attend school
- Becomes withdrawn, anxious, or lacking in confidence
- Absconds from school/ educational visit
- Frequently reports they feel ill (where no known cause of illness is known or detected)
- Shows a deterioration in the quality of their work
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Doesn't want to eat
- Is frightened when questioned to say what's wrong
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

8. Procedures

Pupils are encouraged to report/discuss any incidents in school. Initially teachers will try to deal this in a supportive manner.

The following procedure will be used progressively to address the problem:

- Formal, noted talk with the pupils concerned (parents/carers notified verbally to allow any queries to be raised)
- Parents informed of all incidents
- Parents/carers of the pupils involved asked to attend a formal meeting at school
- Targets of bullying will be supported
- Attempts will be made to help the perpetrator/s change their behaviour.

Desired outcomes of such action:

- The bully/bullies will be expected to apologise.
- Consequences will be in place
- If possible, the pupils will be reconciled
- Staff will monitor the situation.

9. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated by the following:

- Pupil interviews and questionnaires
- Staff interviews and questionnaires
- Scrutiny of data – e.g. number and type of incidents of bullying
- Parental questionnaires
- Reports to governors.

10. Links with other policies

This policy has particular links with the Teaching and Learning; PSHE; Special Educational Needs and Disability; Inclusion; Race Equality; Physical Intervention; Behaviour and Equal Opportunities policies.