Hartford Infant & Preschool and Hartford Junior School

Anti-Bullying Policy May 2023

Lead person: Mrs Rae Lee
Adopted by Governors: April 2017
Date of revision: Every 2 Years [May 2025]

This policy should be read in conjunction with 'Preventing and Tackling Bullying: Guidance for Headteachers, Staff and Governing Bodies' DfE [2014].

Introduction

As a school, we recognise the existence of bullying and the complexities of the problem. Children must be given the chance to learn in a safe and secure environment. There needs to be a partnership with governors, school staff, parent/carers and children all involved to address this issue. We are committed to developing an anti-bullying culture whereby no bullying, including bullying between adults or adults and children, will be tolerated.
Central to our wish to combat bullying is that the children must be encouraged to talk about incidents and that staff must take bullying seriously and act in a positive manner.

Definition of Bullying

At Hartford Infant & Preschool and Hartford Junior School we define bullying as:

- deliberately hurtful behaviour
- an activity usually repeated over time
- an imbalance of power, which makes it hard for those being bullied to defend themselves.
- 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (DfE "Preventing and Tackling Bullying", October 2014)

Bullying can be distinguished from other unacceptable forms of aggression in that it involves dominance or calculated manipulation of one pupil by another or by a group. It is premeditated and usually forms a pattern of behaviour rather than an isolated incident.

Types of Bullying

Specific types of bullying include bullying related to:

- race, religion or culture
- a special educational need or disability (SEND)
- being gifted or talented
- appearance or health condition
- sexual orientation
- young carer, looked after children or home circumstances
- sexist or sexual bullying

Forms of Bullying

Bullying behaviour can represent itself in several different forms. Children can be bullied in ways that are:

- **Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.
- **Verbal** – by being teased in a nasty way; insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.
- **Indirect** – by having nasty stories told about then; being left out, laughed at, ignored or excluded from groups.
- **Electronic / 'cyberbullying'** - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

Early Intervention

Behaviour of a bullying nature must be recognised and dealt with as early as possible. As a school we will challenge the bullies' standard excuses: 'it was a joke', 'it was an accident', 'I'm sorry' or 'it was only a game'.

Prevention

As a school we have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.
Our school's response to bullying does not start at the point at which a child has been bullied. Our school staff act proactively to gather any information about issues between pupils which might provoke conflict, and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

The school endeavours to prevent bullying through:

- **maintaining good relationships** which promote trust and sensitivity;
- **making it easy for pupils to report bullying** so that they are assured that they will be listened to and incidents acted on, we remind the children through assemblies and campaigns across the academic year about people they can talk to if they have any concerns e.g. Ruby's Worry display;
- **creating an inclusive, safe environment** where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- **celebrating success** to create a positive school ethos around the issue e.g. Good Egg display;
- maintaining an appropriate level of adult **supervision**;
- **involving parents** to ensure that they are clear that our school does not tolerate bullying and are aware of the procedures to follow if they believe that their, or another child is being bullied;
- **involving pupils** to ensure they all understand our approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- **regularly evaluating** and updating our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;
- **implementing disciplinary sanctions ensuring** the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;
- using the County's PSHE framework to **openly discuss and celebrate differences between people that could motivate bullying**, such as religion, ethnicity, disability, gender or sexuality or children with different family situations, such as looked after children or those with caring responsibilities. We also teach children that using any prejudice based language is unacceptable;
- **using specific organisations or resources for help with problems ensuring** we will draw on the experience and expertise of anti-bullying organizations with a specialised expertise in dealing with certain forms of bullying;
- **providing effective staff training so** all school staff understand the principles and purpose of our policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support;
- **working with the wider community** such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

Understanding the possible limits of adult intervention

Whilst the expectation and monitoring of children's behaviour is constant throughout the school day regardless of setting, there are always possible limits to the effectiveness in certain circumstances. All school staff teach children about positive relationships, tolerance, acceptance of difference and friendship, however they are not able to "dictate" who children play with during their breaks. Staff will encourage and support positive interaction and inclusion. If appropriate additional support will be identified, this may include interventions such as Play Buddies or A Circle of Friends. We also deploy adults as play leaders to model play and purposeful interaction. Any staff member overseeing the care of an individual will be made aware of any concerns which have been flagged and will monitor their wellbeing.

Acting after a Report of Bullying in the Infant School and Junior School

The following action plan should be followed when incidents of bullying occur to whatever stage is deemed necessary:

1. The member of staff to whom the incident is reported will act *immediately* to make the situation safe if necessary.
2. The class teacher(s) of the child(ren) involved should be informed of the incident. If the class teacher is unavailable, then the Headteacher or her representative should be informed.
3. A log of the incident will be recorded on My Concern [HIPS] and ScholarPack [HJS] for all perpetrators and victims.
4. The class teacher should talk with the alleged bully and victim separately and speak with any witnesses.
5. A suitable plan of action should be decided upon. This **might** involve:

   - a **meeting between the children concerned to seek conciliation** (recognising the effect on the victim) this should include an understanding that the children might not become friends thereafter and how to behave towards one another;
   - **sanctions** – e.g. time in reflection, letter of apology, withdrawal of privileges, isolation period;
   - **planning PSHE/Circle Time** for class to address appropriate areas on a regular basis as needed;
   - **referral to outside agencies** – e.g. Education Welfare Officer, Specialist Teaching Team, CAMHS, with consent of parent/carers as appropriate.

6. The class teacher will make a **verbal report** following any actions as above to the Headteacher or her representative as soon as possible. The headteacher or her representative can then update My Concern as appropriate.

7. Parent/carers of the children concerned will be informed of incidents by the Headteacher/class teacher [as appropriate] and of the action the school is taking.
8. The school will also hold follow-up discussions with parents when appropriate to keep them informed of ongoing progress. A record will be kept of any meetings between the Headteacher/class teacher and parent/carers and kept on Edukey.
9. Governors will be informed and involved at appropriate stages as appropriate.

Bullying in Hartford Preschool

Bullying can happen but is rare in a preschool setting. It is not necessarily physical. Bullying can be distinguished from other unacceptable forms of aggression in that it involves dominance or calculated manipulation of one pupil by another or by a group. It is premeditated and usually forms a pattern of behaviour rather than an isolated incident.

Staff should follow these guidelines if bullying is witnessed or reported:

- take the matter seriously;
- take time to investigate the situation;
- remain calm - reacting emotionally may make the incident more confusing for those involved;
- record the incident on Edukey for all parties involved;
- inform the Manager as soon as possible.

Once the facts are established:

- support the victim;
- make it plain to the bully their behaviour is unacceptable;
- encourage the bully to see the victim's point of view;
- decide on a suitable consequence and explain why it is being given;
- monitor the situation to ensure the bullying ceases;
- inform parents of both the bully and/or the victim of the incident;
- plan PSHE/Circle Time for key worker to address appropriate areas on a regular basis as needed;

Links with other school policies and practices

This policy links with several other school policies, practices and action plans including:

- Behaviour
- Complaints
- Safeguarding and Child Protection
- Acceptable Use
- Curriculum policies such as PSHCE and computing
- Staff Code of Conduct

Responsibilities

It is the responsibility of:

- school Governors to take a lead role in monitoring and reviewing this policy;
- Governors and all staff to be aware of this policy and implement it accordingly;
- the Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably;
- staff to support and uphold the aims of the policy;
- parents/carers to support their children and work in partnership with the school;
- pupils to abide by the policy.

Policy Review

This policy will be reviewed **annually** by the Local Partnership Governing Body and staff of Hartford Infant & Preschool and Hartford Junior School.
To ensure access by everyone in the community this policy can be made available in large print and translated into languages as appropriate upon request.

Annex 1 Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

- Beat Bullying: www.beatbullying.org

- Childline: www.childline.org.uk

- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying

- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy

- Family Lives: www.familylives.org.uk

- Kidscape: www.kidscape.org.uk

- MindEd: www.minded.org.uk

- NSPCC: www.nspcc.org.uk

- PSHE Association: www.pshe-association.org.uk

- Restorative Justice Council: www.restorativejustice.org.uk

- The Diana Award: www.diana-award.org.uk

- Victim Support: www.victimsupport.org.uk

- Young Minds: www.youngminds.org.uk

- Young Carers: www.youngcarers.net

Cyberbullying
- Childnet International: www.childnet.com

- Digizen: www.digizen.org

- Internet Watch Foundation: www.iwf.org.uk

- Think U Know: www.thinkuknow.co.uk

- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT (lesbian, gay, bisexual, and transgender)
- EACH: www.eachaction.org.uk

- Pace: www.pacehealth.org.uk

- Schools Out: www.schools-out.org.uk

- Stonewall: www.stonewall.org.uk

SEND
- Changing Faces: www.changingfaces.org.uk

- Mencap: www.mencap.org.uk

- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk

- Kick it Out: www.kickitout.org

- Report it: www.report-it.org.uk

- Stop Hate: www.stophateuk.org

- Show Racism the Red Card: www.srtrc.org/educational