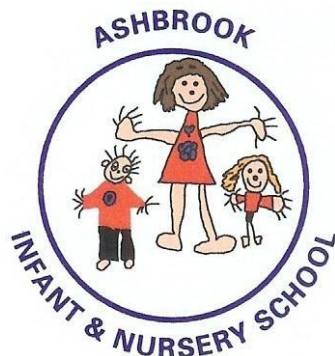


<b>Document Name</b>	Anti Bullying Policy
<b>Authors</b>	Holly Floyd/Helen Roebuck
<b>Date approved</b>	25 <sup>th</sup> June 2020
<b>Current document</b>	Version 2
<b>Review Date</b>	September 2021, checked January 2024



## **ASHBROOK INFANT AND NURSERY SCHOOL**

### **Anti Bullying Policy**

#### **Curriculum at Ashbrook Infant and Nursery School**

We believe that all children should have the opportunity to care for the world and each other, learn together and have fun doing so.

Our curriculum promotes high expectations and offers children a rich experience, promoting their understanding of the world beyond the school environment.

Children's well-being and happiness is at the heart of all we do. We provide first hand learning experiences that inspire children to develop supportive relationships, strong interpersonal skills and independence. We celebrate diversity and promote respect for our own, and the wider community.

Through our cross-curricular approach, children make links in their learning and become creative, critical thinkers.

Teamwork and a sense of responsibility are essential in achieving the positive attitudes that are needed for future learning and success.

Children leave Ashbrook Infant and Nursery School ready for Key Stage 2 and beyond. We have close links with our Junior school and provide extensive transition opportunities. Our children become resilient, confident individuals, ready for their next adventure.

## **RATIONALE**

Everyone at Ashbrook Infant and Nursery school has the right to feel welcome, secure happy and safe. Our school is committed to actively working to prevent all forms of bullying and ensuring all members of the school community can flourish.

## **AIMS**

To ensure that all people (children and adults) in the school community are able to work in a safe, secure environment where everyone is treated with kindness and respect.

To clarify for all members of the school community that bullying is not acceptable and must be totally discouraged. Everyone must act in a positive way to ensure that bullying is challenged and reported.

To ensure that all pupils, parents/carers, staff, governors and others are aware of this policy and know that appropriate action will be taken.

## **WHAT IS BULLYING?**

Bullying is repeated behaviour of one or more children which makes other people feel uncomfortable or threatened. Bullying is about power. Victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help.

Bullying can take many forms, but may be:

- Physical e.g. hitting, kicking, taking or hiding belongings.
- Verbal e.g. name calling, teasing, insulting, unkind or offensive remarks (including comments about someone's appearance)
- Emotional e.g. spreading rumours, excluding from groups, tormenting, staring.
- Cyber: bullying via the internet or text messages

Any of these may also have contexts which discriminate in relation to a person's 'protected characteristics' (age, gender, disability, ethnicity, religion or beliefs, sexual orientation, transgender, marriage or civil partnership status, pregnancy and maternity or socio-economic background). See equalities policy.

## **SIGNS OF BULLYING**

Pupils may be reluctant to tell anyone they are being bullied, but often there are signs that we can look for:

- Obvious distress, such as tearfulness or persistently looking unhappy
- Unwillingness to come to school
- Frequent headaches, stomach aches or complaints of feeling unwell
- Isolation from other children/not "joining in"
- A sudden deterioration in the standard of work
- Reluctance to leave the classroom at the end of the day
- A tendency to stay close to staff during breaks
- Uncharacteristic behaviour

- General unhappiness/anxiety/fear
- Speaking negatively about, or behaving negatively towards themselves

### **ACTIONS TO TACKLE BULLYING**

What the children say:

We first of all say “Stop I don’t like it” The next thing if they don’t stop is to say “I’m telling” then if they still don’t stop we tell a grown up.

At Ashbrook Infant and Nursery school we are vigilant for signs of bullying and always take reports of incidents seriously.

All reported incidents of bullying will be:

- Investigated and taken seriously by staff members.
- Recorded on a bullying incident form. A member of staff will complete the incident form and will pass to the Head Teacher to investigate.
- Effectively monitored on a regular basis – all incidents and actions are logged.

The exact course of action will vary with each situation, but the main objectives will be:

- The bully’s behaviour is unacceptable and the bullying must stop.
- If a child feels they are being bullied they can talk to their class teacher or another adult they feel comfortable with.
- The school will work with parents of both the victim and the bully.
- Support will be available for the victim.
- The application of sanctions will depend on the individual circumstances of each incident.
- The school will work with the bully and their family to identify any possible reasons for their behaviour.
- Support will be available for the bully to help change his/her behaviour.
- The parents/carers of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem.
- Any child who needs support with social and friendship skills will be offered help and support in order to learn appropriate social interaction

### **WHOLE SCHOOL ETHOS**

To reinforce the positive ethos of the school and help pupils to develop strategies to combat bullying-type behaviour we also:

Prevent and raise awareness of bullying through the curriculum: through PSHE lessons, assemblies etc. At break times, staff work to ensure effective supervision of all areas and a stimulating environment as a preventative measure.

Constructive play opportunities are offered inside and outside.

## **TACKLING DISCRIMINATION**

Harassment on account of a person's 'protected characteristics' is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to an individual's circumstances.

## **PEER ON PEER ABUSE**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with Special Educational Needs and/or Disabilities and Lesbian Gay Bisexual and Transgender children are at greater risk.

Dismissing or tolerating such behaviours risks normalising them. If anyone has concerns about peer on peer abuse taking place, they should report their concerns to the Designated Safeguarding Lead.

## **ROLES AND RESPONSIBILITIES**

### **The role of the members of staff**

All members of staff take any form of bullying seriously and take prompt and effective action. All incidents of bullying will be handled in a confidential manner.

Teachers support all children in their class and create a climate of trust and respect for all.

### **The role of the children**

Children are taught about the importance of telling and sharing concerns either directly to an adult they feel comfortable with or through circle time as part of PSHE sessions.

### **The role of the Parents/carers**

Parents who are concerned that their child might be being bullied should:

- Speak initially to the child's class teacher
- Speak with the Head Teacher if the bullying carries on
- Share concerns with school staff rather than discuss it with another child's parents especially if their child might be involved

- Parents/carers should support the school's anti-bullying policy and do all they can to actively encourage their child to be a positive member of the school community.

#### The role of the Head teacher

To ensure all school staff, pupils and parents are made aware of the anti-bullying policy. To foster an ethos that ensures pupils feel safe and confident. To update Governors on incidents within the termly Headteacher report to Governors.

#### **MONITORING AND EVALUATION**

The policy and procedures will be monitored and the effectiveness will be evaluated in the light of:

- Numbers of pupils being bullied.
- Staff vigilance and response to bullying behaviour.
- Numbers of pupils and parents feeling secure about the school's response to bullying.
- Data will be gathered through the anti-bullying log as well as parent/carers and pupil surveys.