



**All Saints C of E**

**Infant and Nursery School**

# **Anti-Bullying POLICY**

**September 2021**

*Opening hearts and minds through  
the grace and love of God*

# **ALL SAINTS CHURCH OF ENGLAND (VA) INFANT SCHOOL AND PRE-SCHOOL**

## **MISSION STATEMENT**

*Opening hearts and minds through the grace and love of God*

At All Saints Infant School and Pre-School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our school including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our school's aims. It is the philosophical basis for all of the school's policies and through these, for everything that happens in and round the school. Our aspiration is for everyone at All Saints to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our school with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

# Anti-Bullying Policy

## Introduction

At All Saints C of E Infant and Pre-School we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to enjoy life and learning and to achieve their very best.

We expect pupils to act safely and feel safe in school at all times. Our pupils are very young and we believe it is important that we do our best to make sure they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We also want parents and carers to feel confident that their children are safe and cared for in school, and that incidents are dealt with effectively and promptly.

The school is aware of its legal obligations and role within the local community. External agencies are involved where appropriate.

## Policy Development

This policy is an extension of our school values and Behaviour Policy, and formulated in consultation with the whole school community with input from;

- Members of staff- though regular agenda items at staff meetings, consultation documents, surveys
- Governors - discussions at governors' meetings
- Parents/carers - parents are encouraged to contribute by taking part in written consultations, parent meetings
- Children and young people - pupils contribute to the development of the policy through the school pupil voice, assemblies, circle time and other discussion times

This policy is available

- Online at [http://www.huthwaite all saints.notts.sch.uk](http://www.huthwaite.all.saints.notts.sch.uk)
- From the school office
- Child friendly versions are on display, in welcome packs for new pupils

## Roles and responsibilities

**The Executive Headteacher** – has overall responsibility for the policy and its implementation, liaising with the governing body, parents/carers, the LA and outside agencies and appointing an Anti-Bullying Co-ordinator who has general responsibility for handling the implementation of this policy.

### **The Anti-Bullying Co-ordinator is:**

Tracy Gibbs

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies

- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

**The nominated governor with responsibility for Anti-Bullying is:**

David Mills

**Definition of Bullying**

**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.**

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

**How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

**What does bullying look like?**

Bullying behaviour can be physical, verbal or emotional and includes:-

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

## **Why are children and young people bullied?**

Specific types of bullying include:

### **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

### **Other vulnerable groups include**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## **Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

## **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## **Reporting and responding to bullying**

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

- Children know that they should, '**SAY NO, GO and TELL an adult**'
- Anyone who is a bystander or anyone who hears about a bullying incident should report it to the head teacher or anti-bullying co-ordinator. If neither the head teacher nor the anti-bullying co-ordinator are readily available it should be reported to another member of staff.
- All reports of bullying will be treated confidentially and sensitively. It is important that children and adults alike feel confident to report a concern about bullying in the safe knowledge that the situation will not be made worse.

- Children are reminded in assemblies and through Pupil Voice. The Anti-Bullying Policy is on the website and bullying will be highlighted during anti-bullying week and other times during the year.

## Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures. A bullying incident reporting form will be completed for every concern raised and a response will be given to the child/ adult who raised the issue. The children have high levels of empathy and there are rarely incidents of bullying. However, we take any incident very seriously where a child feels unsafe or bullied in any way. We can usually resolve any issues sensitively by talking to children about taking care of each other. They understand this well as it usually negates the need for any further escalation.

The school will take the following steps:

- Interviewing all parties
- Informing parents/ carers
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up, in particular keeping in touch with the person who reported the situation.
- Having a complaints procedure for parents/carers who are not satisfied with the school's actions
- Having a range of follow up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

## Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-Bullying Coordinator.

(A sample recording form is attached however schools may wish to consider using existing electronic monitoring where appropriate).

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (August 2014). **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to [ecas@nottscc.gov.uk](mailto:ecas@nottscc.gov.uk)**

It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. Schools are advised that a simple email to [ecas@nottscc.gov.uk](mailto:ecas@nottscc.gov.uk) stating at the end of the academic year that no incidents have been reported to the school, will now suffice.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings.

This information will be presented to the governors as part of the termly report.  
(A sample summary sheet is attached)

The policy will be reviewed and updated annually.

## Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- PSHE through the Heartsmart programme
- Pupil Voice and Anti-Bullying Champions
- Anti-Bullying week annually in November
- Playground Buddying

## Links with other policies and why

| Policy                 | Why   |
|------------------------|---|
| Behaviour Policy       | Rewards and sanctions, codes of conduct   |
| Safeguarding Policy    | Child protection  |
| E-safety Policy        | Cyber bullying and e-safety   |
| Equality Policy        | Prejudice related crime(homophobia, race, religion and culture and SEN/disability)  |
| Confidentiality Policy | Reporting and recording   |
| Complaints Procedure   | Guidelines to make a complaint if families are not happy with the school's response |

## Useful organisations

**Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

**Mencap** – [www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

**Stonewall** – [www.stonewall.org.uk](http://www.stonewall.org.uk)

[The lesbian, gay, bisexual and transgender charity](http://www.stonewall.org.uk)

**Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://www.eachaction.org.uk)

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**School's Out** – [www.schools-out.org.uk](http://www.schools-out.org.uk)

**Childnet International** – [www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

**NSPCC/ChildLine**- [www.nspcc.org.uk](http://www.nspcc.org.uk), [www.childline.org.uk](http://www.childline.org.uk)

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

**Show Racism the Red Card** – [www.theredcard.org.uk](http://www.theredcard.org.uk)

# SCHOOL BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

**Nature/Type of Incident (Please Tick)**

|   |                          |   |                          |
|---|--------------------------|---|--------------------------|
| <i>Extortion</i>                                | <input type="checkbox"/> | <i>Personal possessions taken/damaged</i> | <input type="checkbox"/> |
| <i>Isolation/Being Ignored or Left Out</i>      | <input type="checkbox"/> | <i>Forced into something against will</i> | <input type="checkbox"/> |
| <i>Physical</i>                                 | <input type="checkbox"/> | <i>Written</i>                            | <input type="checkbox"/> |
| <i>Verbal (Name-Calling, Taunting, Mocking)</i> | <input type="checkbox"/> | <i>Spreading Rumours</i>                  | <input type="checkbox"/> |
| <i>Cyber (Email, Internet, Text)</i>            | <input type="checkbox"/> | <i>Other (please specify)</i>             | <input type="checkbox"/> |

**Details of Young People involved**

|   | Names | Year Group | Gender | Ethnic Origin Code | Role* |
|---|-------|------------|--------|--------------------|-------|
| 1 |       |            |        |                    |       |
| 2 |       |            |        |                    |       |
| 3 |       |            |        |                    |       |
| 4 |       |            |        |                    |       |
| 5 |       |            |        |                    |       |
| 6 |       |            |        |                    |       |

\*Role: **V** Victim      **R** Ring Leader      **A** Associate      **B** Bystander

**Location of Incident (Please Tick)**

|                        |                          |                                    |                          |
|------------------------|--------------------------|------------------------------------|--------------------------|
| <i>Classroom</i>       | <input type="checkbox"/> | <i>School Bus</i>                  | <input type="checkbox"/> |
| <i>Playground/Yard</i> | <input type="checkbox"/> | <i>Outside/Around School Gates</i> | <input type="checkbox"/> |
| <i>Corridor</i>        | <input type="checkbox"/> | <i>To/From School</i>              | <input type="checkbox"/> |
| <i>Toilet</i>          | <input type="checkbox"/> |                                    | <input type="checkbox"/> |

**If you feel the incident was motivated by any of the following** please tick

|                       |                          |                             |                          |
|-----------------------|--------------------------|-----------------------------|--------------------------|
| <i>Appearance</i>     | <input type="checkbox"/> | <i>Race/Ethnic Origin *</i> | <input type="checkbox"/> |
| <i>Disability/SEN</i> | <input type="checkbox"/> | <i>Sexual Orientation</i>   | <input type="checkbox"/> |

*Gender/Sexism*

|  |
|--|
|  |
|  |

*Home Circumstances including Looked  
After Childen/Young People*

|  |
|--|
|  |
|--|

*Religion*

*\* Reminder: These incidents should be recorded separately.*

**Brief summary of Incident**

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |

**Action Taken**

include any exclusions, parental involvement, or involvement with external agencies.

Generally

|  |
|--|
|  |
|  |
|  |

If appropriate was a CAF used?

YES/NO

With Individuals (as noted on page 1)

|    |
|----|
| 1. |
|    |
|    |
| 2. |
|    |
|    |
| 3. |
|    |
|    |
| 4. |
|    |
|    |
| 5. |
|    |
|    |
| 6. |
|    |
|    |

|                    |       |
|--------------------|-------|
| Form completed by: | Date: |
|--------------------|-------|

| Follow-up | Date |
|-----------|------|
|           |      |

|  |  |
|--|--|
|  |  |
|--|--|

**Name of school**

**Anti-bullying Review Sheet**

**Autumn/Spring/Summer Term**

**Type of Incident**

|                        |  |
|------------------------|--|
| Extortion              |  |
| Isolation              |  |
| Physical               |  |
| Verbal                 |  |
| Cyberbullying          |  |
| Damage of property     |  |
| Forced to do something |  |
| Spreading rumours      |  |
| Other ( specify)       |  |
|                        |  |

**Profile of Young People**

| Year | Ex | G | E | Isol | Phys | Verbal | Cyber | Prop | Force | Rumour | Other |
|------|----|---|---|------|------|--------|-------|------|-------|--------|-------|
|      |    |   |   |      |      |        |       |      |       |        |       |
|      |    |   |   |      |      |        |       |      |       |        |       |
|      |    |   |   |      |      |        |       |      |       |        |       |
|      |    |   |   |      |      |        |       |      |       |        |       |
|      |    |   |   |      |      |        |       |      |       |        |       |

G=gender(M/F) E=Ethnicity code

**Location**

|                                |  |
|--------------------------------|--|
| Classroom                      |  |
| Playground/school grounds      |  |
| Corridor/toilets               |  |
| School bus                     |  |
| Outside school - cyberbullying |  |
| - other                        |  |

**Motivation**

|                        |  |
|------------------------|--|
| Appearance             |  |
| Gender/Sexism          |  |
| Religion/Culture/ Race |  |
| Homophobia             |  |
| Disability/SEN         |  |

|                           |  |
|---------------------------|--|
| Home/Family circumstances |  |
| Other                     |  |