



# **Pashley Down Infant School**

Learning at Pashley is an amazing adventure

## **Anti - Bullying Policy**

Reviewed/Adopted: November 2024

Next Review: November 2025

### **Rationale**

Everyone at Pashley Down Infant 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. This rationale is underpinned by our school values, including the importance of respect, kindness and positivity. This policy has been written with due regard to our obligations under the public sector equality duty.

We have an approach of 'it could happen here' and therefore even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.

### **Aims**

1. To ensure that all people (children and adults) in the school community can work in a safe, secure environment where everyone is treated with kindness and respect.
2. 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.
3. 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?**

There are many definitions of bullying. Most definitions have these in common:

- it is deliberately hurtful behaviour;
- it is repeated often over a period of time;
- it is difficult for those being bullied to defend themselves.

Prejudice and discriminatory-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance and is unlawful.

Bullying can take many forms, but the main types are:

- Emotional: Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical: Pushing, kicking, hitting, punching or any use of violence, threatening or obscene gestures, taking belongings
- Racial: Using racial taunts, graffiti, gestures because of someone's colour and/or origin.
- Sexual/Sexist: Unwanted physical contact or sexually abusive comments because of gender.
- Verbal Insults: sarcasm, spreading rumours, teasing and name-calling including comments made against particular groups. For example, because of disability, Special Educational Needs or on grounds of religion, cultural background, or gender.
- Cyber: All areas of the internet, such as email & the internet
- Religious: Unkind words or actions because of someone's religion.
- SEND: Unkindness because of physical or mental disabilities or having Special Educational Needs.
- Family related: Unkindness because a child is adopted or is a carer, or the like
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

## **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 their 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

## **Tackling bullying**

At Pashley Down we are always vigilant for signs of bullying and take any report of incidents seriously. All reported incidents of bullying, or alleged bullying, will be;

- Recorded on MyConcern by the member of staff who has had the incident reported to them, eg. Child's teacher
- Investigated by the DSL (Designated Safeguarding Lead) who will continue to monitor it appropriately, recording all further incidents and actions on MyConcern.
- A circle time in the class /es the children involved are in will always happen within 24 hours of the incident with a focus on respect and anti-bullying.

There is no exact course of action with an incident of bullying, but the aims will always be:

- Bullying behaviour is unacceptable and the bullying must stop.
- If a child feels they are being bullied they can talk to a trusted adult within the school, or at home.
- The school will work with parents of all the children involved in the incident.
- Sanctions will be put in place, and these will depend on the individual circumstances of each incident.
- The school will work with a child and their family to identify any possible reasons for their behaviour towards another child / children.
- The families of all children reported within the incident will be informed, alongside what action has taken place and asked to support strategies proposed to tackle the problem.
- If the school believes a child needs further support with social and friendship skills, they will be given support through the school's inclusion team.

## **Monitoring and Evaluation**

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

- Numbers of incidents being reported on MyConcern. This will be through the weekly DSL meetings and bi-termly reports to Governors.
- Staff vigilance and the rapid response to bullying behaviour. This will be through the weekly DSL meetings.

- The numbers of pupils and parents feeling secure about the school's response to bullying. This will be through pupil voice, the annual parent survey which includes a question around bullying and Ofsted inspections.

## **Whole School Ethos**

Positive relationships are continually being modelled to all children by the adults within the school and the school is extremely proud of its positive ethos, which is evident in all areas of the school. This also permeates through the six school values of Respect, Positivity, Kindness, Honesty, Resilience and Independence. These are a focus in all our weekly assemblies, and we consistently educate on the importance of respecting and celebrating differences in each other, and all the ways we can be different. Every week, children are praised and rewarded for their positive attitude through the Pashley Awards.

Within our curriculum, mainly through Life skills and values lessons, there lessons on bullying, with the emphasis being on caring, co-operation and respect for others, in line with the School Values. The teaching of co-operative behaviour involves several strategies including circle time, role-play, story-telling, discussion, illustration and dance. Children are encouraged to behave co-operatively as they move around the school, use equipment and share learning experiences. The school's online safety curriculum also emphasises the importance of how to stay safe online and the importance of talking to a trusted adult if they experience anything on online that makes them feel anxious or sad, and how the children can remain safe and responsible when they are online.

At break times, staff work to ensure effective supervision of all areas and a stimulating environment as a preventative measure.

## **Procedures for parents** *(also see below – Roles and Responsibilities)*

Parents are encouraged to report concerns of bullying to the school. They should:

- Speak to their class teacher immediately. The class teacher will then refer this to the DSL team, who will then monitor the situation carefully.
- The parent should then expect regular communication from school about how the incident has been dealt with and how it is being monitored.
- If the parent is not satisfied with the above, then they should contact the headteacher directly.

## **Roles and Responsibilities**

### **All staff**

- All members of staff role model the importance of positive relationships at all times, in accordance with the school values.
- 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.

### **Children**

- Children are taught how to deal with inappropriate behaviour for example by supporting the victim and telling an adult.
- Children are taught that by being a bystander they may be contributing to the bullying.
- 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.

### **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 Headteacher 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.

### **Headteacher**

- 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

This policy document has been developed through consultation with the children, with teachers, with non-teaching staff, with parents /carers and with governors. It is also aligned with child-friendly recommendations from the anti-bullying alliance (<https://anti-bullyingalliance.org.uk>).

There are strong links between this policy document and the following school policies:

- Behaviour;
- Life skills and values;
- Child protection;
- Equal opportunities;
- Online safety policy.