



# Arden Forest Infant School

## Anti-Bullying Policy

Approved by:	Head teacher	R Gunn
	Chair of Governors	T Hoskin
Last reviewed on:	30.09.23	
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This policy has been drawn up with due regard to DfE: guidance, Preventing and Tackling Bullying July 2017. It links closely to our Behaviour and Relationships Policy.

## **Our Values**

At Arden Forest, we have a positive nurturing approach which is underpinned by our school values of respect of self and others, responsibility, kindness, positivity, resilience and tolerance. We believe that these values will contribute to developing children who are happy, confident and caring individuals who can and will contribute to their wider community. Our values are built on mutual trust and respect for all with 'high warmth and high boundaries'. Our school responsibilities of 'being kind and respectful', 'to learn and let others learn' and 'to keep ourselves and others safe' also support this approach.

## **Aims**

- To ensure that our school is a calm, happy, safe and secure environment for all.
- To recognise that everyone is a part of our school community and that no one should be made to feel sad or excluded
- To encourage a 'talking school' where children understand the importance of telling someone if they feel unsafe.
- To enable a secure understanding of what bullying is between children, families and staff.
- To work closely with parents and keep them informed of actions and outcomes when matters are raised.
- To have a clear strategy for teaching about bullying and how to prevent it.
- To raise awareness of the types of bullying, our anti-bullying approach and our response to bullying for our families and all members of the school community.
- To do all we can to prevent bullying by developing a whole school approach in which bullying is regarded as unacceptable.
- To enable a consistent school response to any bullying incidents that may occur.
- To make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- To raise awareness of the impact of bullying on mental health.

## **Definition of bullying**

- Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally".  
(DfE "Preventing and Tackling Bullying", July 2017)

## **At Arden Forest we:**

**Listen** - we have a listening culture where children have meaningful relationships with staff and their peers and are given time to talk. Children are encouraged to talk to an adult if they feel unsafe. Emotion Coaching skills are applied to conversations to support pupils in explaining what has happened and why.

**Include all** - all pupils, including those with SEND are included, valued and participate fully in all aspects of school life.

**Respect** - our ethos, curriculum and behaviour and relationships policy promote respect for all.

**Challenge** - We address incidences as they occur. All incidents are taken with the seriousness they require.

**Celebrate differences** - difference is actively and visibly celebrated and welcome across the whole school.

**Understand** - as a school, we regularly discuss what is and is not bullying. We promote messages of how children should interact and work with each other but understand that at times, children need support with their friendships and relationships. Children and staff know the difference between bullying and friendship issues and support is provided as necessary. Anti-bullying is embedded within our ethos and curriculum. We also take part in the National Anti-bullying Week each November.

**Believe** - all pupils, including those with SEND and their parents are allowed to discuss their feelings and points of view, they are listened to and taken seriously when reporting incidents of bullying.

**Report bullying** - all children and their parents understand how to report incidents of bullying and the people to help them deal with it.

**Take action** - we respond quickly to all incidents of bullying. Incidents are investigated promptly and a plan put in place if bullying is occurring. Both the victim(s) and perpetrator(s) are supported through the process. Parents are kept informed of actions and support continues until the victim(s) and parents agree that issues have been resolved.

### **Different types of bullying:**

There are different types of bullying behaviours:

- Physical aggression such as hitting, kicking, taking or damaging possessions.
- Verbal aggression such as name calling, threatening comments, insults, teasing, or sending notes.
- Indirect social exclusion such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.
- All of which can also happen online as well as face to face.

Bullying includes any manipulative behaviour that affects another child's emotions. It is a purposeful action to hurt, upset or exclude another child/group of children. When this happens several times on purpose, the actions become of a bullying nature. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development

Sometimes, children will have friendship issues or experience conflict with other children. Children can disagree, argue and cause upset without intentionally trying to harm the other

child. School staff will support children in resolving their friendship issues and conflicts. Although these times cause children emotional distress, they are not acts of bullying. However, the children involved may still need regular support to resolve their issues.

<b>Types of bullying</b>	<b>What it might look like in school.</b>	<b>How we aim to prevent this</b>	<b>How we deal with this</b>
Gender	Comments. For example, 'You run like a girl' 'Man up' Children leaving others out because they are a boy/girl	The school curriculum promotes a balance of gender role models. No assumptions that boys are physically stronger Boys encouraged to show emotions and play with a range of toys. Children individually addressed by class teacher.	<ul style="list-style-type: none"> <li>• Issues addressed in 'All About Me'</li> <li>• One to one support of children.</li> </ul>
Homophobic /biphobic	Transgender Comments- 'You're gay'	The school curriculum promotes a balance of gender role models Using famous people as role models and discussing their accomplishments. Use of books and images with different family makeups	<ul style="list-style-type: none"> <li>• Incidents logged. Children individually addressed by class teacher</li> <li>• Issues addressed in 'All About Me' relationships scheme.</li> <li>• Parents informed.</li> <li>• One to one support of children.</li> </ul>
Race and faith	Refusing to play with a child of a different religion Name calling Forcing individual beliefs onto others and making them feel bad	School ethos and values celebrates differences and accepts all. Collective Worship and assemblies. RE teaching about different faiths and religions. Recognising and celebrating with others during religious festivals. Links across school curriculum.	<ul style="list-style-type: none"> <li>• Parents are informed of any derogatory comments made regarding to race and faith – victim and perpetrator</li> <li>• Incidents logged.</li> <li>• Additional PSHE sessions</li> <li>• One to one work to explore where belief may stem from.</li> </ul>
Special educational needs and disabilities.	Excluding children from play Teasing children for their work Using disablist language Name calling	No visible/public displays/charts which indicate children's achievements or targets Mixed ability groupings Direct teaching about individual needs.	<ul style="list-style-type: none"> <li>• Individuals and parents spoken to</li> <li>• Work with the perpetrator to develop understanding and empathy</li> <li>• Children given the opportunity to 'make it right'</li> </ul>

## **Procedures**

### **Parents' and Carers' concern**

- If parents or carers have any concerns over incidents at school relating to friendship issues or acts that could be perceived as bullying, they should talk to their child's class teacher at the first sign of any concern.
- The class teacher and support staff will work with the children involved in order to resolve the issues.
- Where appropriate, parents will have a meeting with the Head Teacher.
- Parents and carers should not talk to other families about any issues or post on social media and should always come and share any concerns with us in school.

## **Children's concern**

- Some children may find it difficult to tell adults if they are experiencing bullying. Our school ethos, Protective Behaviours teaching and behaviour and relationships structure aims to give children the confidence to speak out if something is wrong.
- Children are taught to recognise their 'Early Warning Signs' when they feel unsafe. Through our Protective Behaviours curriculum, children know that they should keep telling an adult until they feel safe again.
- Children are encouraged to tell an adult if they feel that someone else is unsafe, may be being bullied or may be bullying someone else.

## **School response to bullying**

As soon as we identify a bullying problem or as soon as the bullying problem is brought to attention, we aim to stop the bullying scenario and support the children involved. We see all behaviour as a means of communication and seek to support all involved. We will log the incident on CPOMS, our online Safeguarding log and follow a package of support where we help all children.

The support will vary depending on the needs of the children involved. For example – the perpetrator will need support and help to change their behaviour and we need to help them realise the depth of emotional, psychological and physical harm they may be inflicting. The victim may need help and support to be more self-confident and to build on their self-esteem. We may also have to work on supporting them to build strong, positive friendships with other children.

- If the victim would benefit from more intensive emotional support, we will develop a support network around the child.
- Additional PSHE session or assemblies will be delivered around a particular issue linked to bullying where necessary.
- We can also signpost parents to further support from other outside agencies if it is felt that it is needed. If the bullying behaviour persists, the school will follow steps outlined in the Behaviour and Relationships Policy.
- We want to assure parents and children of our willingness and commitment to helping to prevent bullying at this school. Our rejection of all forms of bullying and racism is a common thread, which is embraced through the school's ethos and values and is also supported by our Safeguarding and Behaviour and Relationships Policy