Anti-Bullying Policy

The Gattons Infant School

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2021 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools" and www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

Date Reviewed:	Autumn 2025
Date Approved:	Autumn 2025 (Staffing & Pupils)
Next review due by:	Autumn 2026

We are a Rights Respecting School
and therefore, we uphold the principles of the
UN's Convention on the Rights of the Child

Article 28   Children have the right to a good quality education.

Article 29   Education should help children to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.

Article 31   Children have the right to play and rest.

Our Aims:
We will cultivate an environment where children are happy and secure and enjoy learning, by:

ensuring that everyone is treated with respect as an individual whose opinions and beliefs are valued.

creating exciting, high quality learning environments indoors, outdoors, and in the wider community.
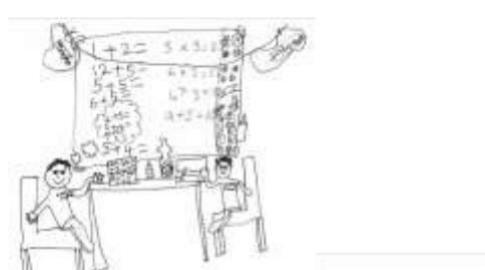
involving parents/carers and children in decisions about the child's learning.

provide a broad, balanced and rich curriculum, by:

continuously striving for high standards of achievement through engaging, child-centred teaching.

ensuring a wealth of meaningful learning experiences
that meet the needs of each child.

inspire and challenge each child to achieve their full potential and in so doing lay the foundations for life-long learning, by:

developing our children's confidence and self-esteem.

ensuring that our children are active, independent learners.

encouraging our children to begin to take responsibility for themselves, their learning and their behaviour, therefore preparing them for life in a changing world.

Context
Our School Values
Our school is one in which we want pupils to flourish both academically and socially.

We aim to foster a healthy and safe community where individuals take responsibility for their own behaviour and show respect for others, emphasising the importance of positive relationships amongst all members and groups of the school community.

Aims and Objectives
This policy seeks to:
Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement.

- Ensure staff, parents, carers, and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying.
- Outline what The Gattons will do to prevent and tackle all forms of bullying.
- Is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- Enables pupils in developing positive relationships.
- Supports pupils in developing emotional, social and personal skills.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; ensures that all incidents are recorded and monitored.
- Ensures parents understand what bullying is and the action the school will take in the event of a bullying incident.
- Reports back quickly to parents/carers regarding their concerns on bullying.
- Seeks to learn from anti-bullying good practice elsewhere and utilises support when appropriate.
- Outline the consequences for those who show bullying behaviour.
- Ensure everyone is mutually valued and respected and that in line with the equality act 2010 we aim to eliminate discrimination based on sex, gender, identity, disability, ethnicity, sexual orientation, religion and belief.
- Encourage pupils to develop a sense of right and wrong and the ability to take responsibility for their own action.
- Discusses, monitors and reviews its policy and procedures on a regular basis; supports staff in identifying and tackling bullying appropriately.

Links to legislation
There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

The Education and Inspection Act 2006,2011

The Equality Act 2010

The Children Act 1989

Protection from Harassment Act 1997

The Malicious Communications Act 1988

Public Order Act 1986

In line with the Equality Act 2010, it is essential that our school:

- o Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- o Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

    o   Foster good relations between people who share a protected characteristic and people who do not share it.

At The Gattons Infant School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team. This policy is closely linked with our Behaviour Policy and our Safeguarding and Child Protection Policy.

Definition of bullying
At The Gattons, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

Bullying is:
- meant to hurt.
- repeated over a period of time.
- difficult for the victim to defend themselves against.

Bullying may take the form of:
- Verbal bullying - name calling, taunts or put downs, threats, teasing, belittling, sarcasm, spreading rumours, which may be because of individual characteristics, ethnic origin, nationality or colour, gender, sexual orientation or disability.
- Physical bullying - physically hurtful behaviour, including kicking, hitting, punching or any use of violence; taking, breaking and threatening.
- Emotional / Psychological bullying exclusion from the group, rumours or stories, invading privacy.
- Cyber bullying – sending nasty phone calls, text messages or in emails /chat rooms /social media.

At our school, we know that sometimes children may fall out or say unkind things. A single unkind or hurtful action is not bullying. However, when unkind behaviour happens *again and again*, it may be seen as bullying.

In our school, we do not use words like *bully* or *victim* because we believe everyone can learn to make kind choices and to put things right. We focus on helping children understand their actions and build positive relationships.

Cyber bullying
Cyber bullying is bullying via electronic means, 'virtual bullying.' This could be via a smart phone, computer, laptop, tablet or online gaming platform. It can take place on a range of online or mobile services, such as text, email, social networking sites, video hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games. It can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Cyberbullying can be an extension of bullying behaviour that is already happening in school or the wider community – or it can be between people that rarely meet face to face – or have never met in person.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

The Gattons Infant School recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

The Gattons Infant School will treat any use of AI to bully pupils in line with our anti-bullying policy.

Racist Bullying
This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying
This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Vulnerable Groups
We recognise that some groups of pupils may be more vulnerable to bullying, including:
- Looked After Children.
- Gypsy, Roma and Traveller children.
- Children with Special Educational Needs or Disabilities (SEND).
- Children from ethnic minorities.
- Children entitled to Free School Meals.
- Children for whom English is an Additional Language.
- Children who are perceived to be gay, lesbian, bisexual or transsexual.

Friendship issues, relational conflict and bullying behaviour
We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up.

During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example].

Understanding bullying behaviour and its effects.
Usually, one pupil starts bullying another child but there are often other pupils present who may:
- join in.
- watch, laugh or shout encouragement; remain resolutely uninvolved.
- or they may help the child being bullied directly by telling the children to stop or fetch an adult.

All pupils present during a bullying incident need to be involved in resolving the problem.

Any child can be bullied but there may be factors which make a pupil more likely to be a victim because they:

- lack close friends in school.
- are overly shy.
- have an over-protective family environment.
- are from a different racial or ethnic group from the majority.
- are different in some obvious respect such as stammering or wearing glasses.
- have Special Educational Needs or a disability.
- behave inappropriately, intruding or being a 'nuisance.'
- possess expensive accessories (such as mobile phones with older pupils) gender.

A child being bullied may present with any of the following behaviours:

- reluctance to come to school.
- increased absence from school; anxiety and insecurity.
- showing unhappiness and loneliness.
- low self-esteem including feeling stupid, ashamed.
- unattractive; complaints of ill-health such as headaches and stomach aches; bed wetting and difficulty sleeping.

Staff need to be vigilant and report any concerns about pupil behaviour to the class teacher in the first instance.

Dealing with incidents
Five key points which should be remembered when dealing with incidents:
- never ignore suspected bullying.
- don't make premature assumptions.
- listen non-judgementally to all accounts; respond supportively.
- adopt a problem-solving approach.
- follow-up repeatedly, checking bullying has not resumed.

Staff should take the following actions:

1. Reassure the bullied child that they have done the right thing in reporting the incident that the bullying behaviour will be investigated and the bullying stopped quickly.

2. When a concern has been expressed about a child with regard to possible bullying, report any further incidents to the class teacher and provide a written account of what was witnessed or reported by those involved.

3. The Headteacher, or Deputy, will establish, through discussion with the class teacher and all the children involved whether it is a bullying incident (see definition) and make a record on CPOMS so that the staff can monitor individual incidents and incidents across the school. This monitoring will inform the PSHE curriculum and assemblies. Prejudice based incidents are also recorded on CPOMS.

4. The Headteacher, or Deputy, will contact the parents of the child who is showing bullying behaviour and the child being bullied and arrange to meet them separately.

5. A plan of action will be agreed by all parties including appropriate sanctions, a follow-up meeting and regular monitoring of behaviour.

6. This plan of action will be communicated to all staff, including MMS, and all staff will be asked to be extra vigilant in order to monitor behaviour.

7. Outside agencies may be involved if appropriate.

Consequences

Sanctions by themselves are unlikely to change bullying behaviour but we may need to make decisions to keep the target of bullying behaviour safe (e.g. preventing a child who has used bullying behaviour from playing outside as a protective consequence) or to help the child who has shown bullying behaviour learn some skills. These will be case and child-specific:
• Parents and carers of those involved will be informed of actions taken.
• Records will be kept on pupils' files.

While at The Gattons we do not believe that children should be excluded from school and that school is the best place for children to learn positive behaviours and the consequences of negative behaviour. We do have legal powers to exclude children and while we don't intend to use these powers, it remains our right to do so. The school is able to administer:

Fixed term internal exclusion.

Fixed-term exclusion
Permanent exclusion
See Behaviour Policy on the website.

How do we support the children involved?
We try to help them in the following ways:
1. By talking about what happened to discover why they became involved.
2. By informing their parents.
3. By continuing to work with the child exhibiting bullying tendencies in order to help them understand their behaviour and take responsibility for it. This might involve working with the child they have bullied to understand how their behaviour has made the other child feel.
4. By using a protective consequence for them, for example excluding them from the playground, if this is appropriate, for a limited time.
5. By rewarding them for positive changes to their behaviour.
6. By monitoring their behaviour, logging any further incidents and discussing them with the child.
7. If the bullying is serious and continues despite all the actions taken the pupil may be excluded from school.

We work with the child who has been bullied in the following ways:
1. Supporting them and understanding how the bullying has made them feel.
2. Reassuring them and encouraging them to talk to a trusted adult about how they are feeling and what to do if this happened again.
3. Teaching all children to say, 'Stop! I don't like it when you …..'

Working with Parents
The school recognises that it is important to work with parents. In order to help parents understand what bullying is, what actions the school takes if bullying is reported and the work the school does to prevent bullying, an anti-bullying leaflet is given to all parents on admission. A further copy may also be given to parents if they report bullying to the school or their child is involved in a bullying incident.

The school will always involve the parents of the (alleged) child who is showing bullying behaviour and the child being bullied so that the school may work co-operatively with them.

If a parent or carer reports an incident of bullying members of staff should:
- recognise that the parent may be angry and upset and take measures to help them to calm down; keep an open mind - a lack of staff knowledge about the alleged bullying does not mean no bullying has occurred.
- remain calm and understanding.
- make clear that the school does care and that something will be done.
- explain the school policy.
- ask for details and record the information.
- make a further appointment to explain actions and find out if it has stopped.
- follow up with staff to ensure that appropriate action has been taken and that the school policy has been implemented.

Prevention of bullying
We use a range of strategies to prevent bullying behaviour:
• The Rights Respecting Rainbow is promoted across the school day and the curriculum and teaches the children about belonging, diversity and treating others fairly.
• PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others.
• Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning.
• PSHE education lessons are used to develop understanding of safety and how to stay safe.
• E-safety is taught across the curriculum and through assemblies and visual reminders around the school community.
• PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying.
• Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting.
• Circle Time and restorative conversations provide opportunities for dealing with issues that have arisen in the class and wider and a time to reflect.
• The School Council provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.
• Staff support pupils to resolve friendship problems and low-level behaviour.

Play leaders are used to reduce potential conflict during break-time and lunchtime by providing a rich menu of play possibilities. The Rainbow Rights are always upheld. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.

Staff training
All staff new to the school receive a copy of this policy. There is regular training for all school staff on aspects of bullying, and we take care to ensure all staff are trained to understand the different forms

bullying behaviour [including cyber-bullying] and are trained to identify, record and challenge prejudiced based bullying and incidents.

Strategies to combat bullying.
1. Teaching the children STOP – bullying is Several Times On Purpose.
2. Teaching all children to say, 'Stop! I don't like it when you …..' if they experience a child being unkind to them. Teaching them to talk to a trusted adult if this is repeated behaviour.
3. Involve all the pupils in auditing the school environment through draw and write techniques, enabling them to identify where and when they feel safe and unsafe around the school.
4. When issues arise involve the Class and Rainbow School Councils in discussing how to resolve these problems, without naming the children involved.
5. Hold whole school assemblies to raise awareness about bullying and read, share and discuss stories in class where characters are teased, discriminated against, hurt or are bullied.
6. Use co-operative group work, games, problem-solving activities and role play situations to help pupils learn to:
   * consider different points of view.
   * be more tolerant of others.
   * listen to each other.
   * trust other children of the opposite gender and from other ethnic groups.
   * become better integrated into their peer group.
   * work together and help one another, managing conflicts within the group.
   * share information and divide work towards common goals.
7. Hold Circle Time activities which:
   * create a safe space to explore issues of concern.
   * explore relationships between adults and peers.
   * enhance effective communication.

   and which enable the children to:
   * focus on their own feelings and those of others.
   * listen to one another and tolerate others' views.
   * learn to take turns.
   * discuss difficult issues using a problem-solving approach.

Teach the children about E Safety
Teach the children to become good digital citizens, being able to use technology safely and responsibly, looking after themselves and their peers when participating in life online.

Complaints
If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaints policy. This can be found on the school website.

Monitoring and Review
This policy will be reviewed annually, with the governors, alongside the school's Behaviour and Discipline Policy. The behaviour of the children is regularly monitored by the Headteacher.

Links with other policies
* Behaviour Policy.
* Policy for Equality and Community Cohesion.
* Lunchtime Guidelines.
* School Council guidelines.
* PSHCE policy and other curriculum planning documents.

- The Positive Handling Policy.
- Complaints policy.
- Safeguarding and Child protection policy.
- Acceptable user policy.
- E-safety policy.

References

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- 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
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice- schools

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

- DfE 'Cyberbullying: advice for Headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality.

- 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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence against Women and Girls (EVAW)
  www.endviolenceagainstwomen.org.uk
      A Guide for Schools:
      www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW -
      Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-

  - Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

  Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

Information for parents and families

Every school is likely to have some problem with bullying at one time or another. Your child's school must by law have an anti-bullying policy and use it to reduce and prevent bullying. Copies of The Gattons Infant School Anti-Bullying policy are available to all parents on request, and it is on the school website. This leaflet provides parents with a summary of the policy and guidance for what to do if you think your child is being bullied or may become a bully.

Bullying is behaviour which is deliberately hurtful, repeated over a period of time and difficult for victims to defend themselves against.

Bullying behaviour includes:
- name calling and nasty teasing threats and extortion.
- physical violence.
- damage to or removal of belongings.
- leaving pupils out of social activities deliberately and frequently spreading malicious rumours.

Working with parents and carers
Parents and families have an important part to play in helping schools deal with bullying.

What can you do?
1. Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve difficult situations without using violence or aggression.
2. Read this leaflet, look at the recommended websites and ask to see the school's policy if you have concerns about bullying.
3. Watch out for signs that your child is being bullied or is bullying others. Common symptoms include headaches, stomach ache, anxiety and irritability. Don't dismiss negative signs.
4. Contact the school immediately if you are worried.

If your child has been bullied:
- calmly talk to your child about it; make a note of what your child says, particularly who was said to be involved, how often the bullying has occurred, where it happened, when it happened and what happened.
- reassure your child that telling you about the bullying was the right thing to do.
- explain that further incidents should be reported to a teacher immediately.
- make an appointment to see your child's class teacher.
- explain to the teacher the problems your child is having.

Help your child to:
- stay calm and look as confident as they can.
- be firm and clear - look the bully in the eye and tell them to stop; get away from the situation as quickly as possible.
- tell an adult what has happened straight away.
- keep speaking up until someone listens and does something to stop the bullying; not blame themselves for what has happened.

Talk to the teacher about bullying:
- try and stay calm - the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of the incident.
- be as specific as possible about what your child says has happened; make a note of what action the school intends to take.
- ask if there is anything you can do to help your child or the school.
- stay in touch with the school - let them know if things improve as well as if problems continue.

If your child is bullying other children
Many children may be involved in bullying other pupils at some time or other. Often parents are not aware.

Children sometimes bully others because:

- they don't know it is wrong.
- they are copying older brothers or sisters or other people in the family who they admire.
- they haven't learnt other, better ways of mixing with their school friends.
- their friends encourage them to bully.
- they are going through a difficult time and are acting out aggressive feelings.
- they may be watching inappropriate TV programmes/DVDs or playing unsuitable computer games.

To stop your child bullying other children
- talk to your child, explaining that bullying is unacceptable and makes others unhappy.
- discourage other members of the family from bullying behaviour or from using aggression or force to get what they want.
- censor your child's viewing/computer games and be aware of the influence of older siblings; show your child how to join in with other children without bullying.
- make an appointment to see your child's class teacher.
- regularly check with your child and the schools how things are going at school.
- give your child lots of praise and encouragement when they are co-operative or kind to other people.

What will the school do?
- discuss, monitor and review its policy and procedures on a regular basis; support staff in identifying and tackling bullying appropriately.
- enable pupils to develop positive relationships.
- support pupils in developing emotional, social, and personal skills.
- ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- ensure that all incidents are recorded and monitored; provide support for both victim and bully.
- report back quickly to parents/carers regarding their concerns on bullying.
- seek to learn from anti-bullying good practice elsewhere and utilise support when appropriate. Above all we will work with the parents and the child until the problem is resolved.

The Gattons Infant School
Behaviour incident Report Form

Children involved:

Date:

Class:

Brief details of the incident including ABC (antecedents, behaviour and consequences):
You may wish to use the prompts overleaf.

Action taken:

Information passed to (names and dates):

Staff:
Parents/carers:
Others:

Name of member of staff completing record:

Signed: Date:

The pupil's description of what they did wrong.

Who was affected by their behaviour?

The reasons they give for their behaviour.

How they would feel if someone behaved like that to them

The Right and Responsibility they did not uphold.

What they think they should do to make the situation better