

GRANGE INFANT SCHOOL

ANTI-BULLYING POLICY

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Grange Infant School, our definition of bullying is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.



Bullying is not tolerated at Grange Infant School. We believe bullying to be a ***pre-meditated and repeated*** act to hurt someone either physically or mentally. This may be directed towards an individual or to a group and will include all forms of pre-meditated racist, sexist and homophobic behaviour, as well as cyberbullying which includes the same unacceptable behaviours expressed online. Such behaviours may include sending offensive, inappropriate and upsetting messages by phone, text, instant messenger, through gaming, websites, social media sites and apps and sending offensive or degrading photographs or videos. Bullying encompasses physical forms of aggression, threatening behaviour and attempts to undermine the victim's self-esteem. It is every staff member's duty to follow all safeguarding policies and procedures, which are in line Within Keeping Children Safe in Education 2024 (KCSIE) and the Prevent Strategy 2015 (updated 1 April 2021).

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying. In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

Rationale

This policy should be read in conjunction with the behaviour policy but is not to be confused with it. The behaviour policy deals with isolated incidents of behaviour whereas the anti-bullying policy deals with repeated, pre-meditated incidents. It should also be read in conjunction with KCSIE September 2024, and the Prevent Strategy, June 2015 (updated 1 April 2021). When responding to cyberbullying, we will access Childnet's cyberbullying guidance <https://www.childnet.com/resources/cyberbullying-guidance-for-schools>.

It is important when an incident occurs that the correct policy is applied. This will be decided by determining the level of pre-meditation and the level of repetition. This policy will be reviewed each year by the Governing body. When changes are made the staff will receive training and it will be included in the induction programmes for all new members of staff.

Aims

1. Ensure immediate physical safety for victim while at school.

2. Ensure physical acts of aggression immediately cease at school.
3. Ensure any name calling and acts of isolation cease at school.
4. Improve feeling of physical safety for victim over short-term (weeks).
5. Improve feeling of involvement for victim over short-term (weeks).
6. Improve self-esteem of victim over long-term (months).
7. Counsel the child who has bullied to modify their behaviour.

Curriculum Support

Education in how to spot and stop bullying is given through the PHSE Jigsaw programme to all year groups as part of their relationships topics. Education in how to spot and stop bullying is given through the collective worship programme to all year groups. The school also takes part in the national anti-bullying week each November, completes the NSPCC PANTS workshops and online lessons and staff will now complete Child on Child Abuse training.

Provision

1. An appropriate adult will be chosen to speak with the victim.
2. During that conversation, the adult and victim will discuss what form the bullying is taking, who is involved, whether there are any on-lookers, how often the incidents are occurring and if there is any peer they specifically trust.
3. During that conversation, the adult and victim will discuss the feelings the victim is experiencing.
4. The victim is then given the choice to express their feelings in writing or pictures at that time or overnight, and the parents of the victim are informed by the Headteacher or Deputy Head.
5. The following day a group of 6 children are selected which will include the child who has bullied, any on-lookers and two children who the victim trusts. (If the child cannot name two children the adult will select two appropriate children.) The victim's feelings are then shared.
6. At no point is the child who has bullied named and it is made very clear that no punishment will occur.
7. Suggestions are collected as to how the victim could be made to feel better.
8. The adult explains to the group that he/she will be talking to the victim regularly for the next two weeks.
9. The adult explains separately to the victim, that they will be reviewing regularly over the next two weeks and then next half-term. However, in the interim if there any problems the victim should immediately approach the adult to inform them.
10. If the situation re-occurs with a different child (who has bullied) the same process above will be re-initiated.
11. If the situation re-occurs with the same child who has bullied then this child will be referred to the Headteacher or the Deputy Head who will decide and create an appropriate intervention programme. At this point the parents of the child who has bullied will be informed.
12. The parents of the child who has bullied are then required to meet with the Headteacher or Deputy Head. Internal exclusion will be considered.
13. If the situation is still not rectified then the parents are required to meet with the Headteacher or Deputy Head again at which point the help of outside agencies will be considered.
14. If the situation is still not rectified and is considered serious enough then the Headteacher may look to initiate the exclusion pathway.

Reporting bullying

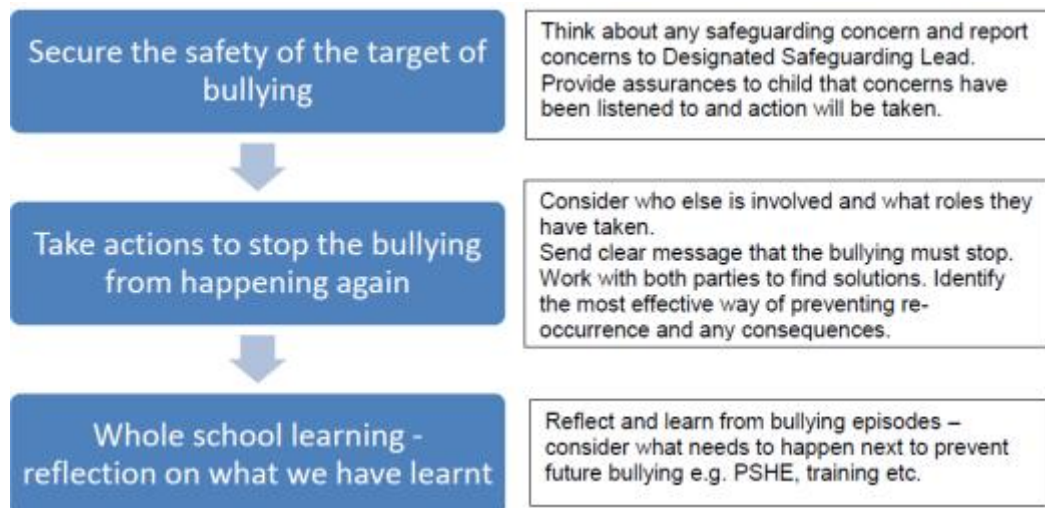
In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult (inside or outside of school)
- Their class teacher/TA
- Peer or buddies

Each class has a 'worry box' or a 'worry monster' where children can report their concerns if they do not feel confident speaking to an adult. Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher / tutor. When pupils report their concerns, our staff are trained to listen and to believe. We involve children as far as possible in finding solutions.

Responding to Bullying



Allegations against employees

If a bullying complaint is made against an employee, whether the victim is a child or an adult colleague, the Headteacher will deal with the allegations as a disciplinary procedure. If the allegation is made against the Headteacher the matter will be referred to the Chair of Governors. Please refer to the Allegations against Staff and Child on Child Abuse Policies.

Record-Keeping

1. Once it has been decided that the incident constitutes bullying rather than a behaviour incident, an entry will be made on the school's recording system CPOMS or a blue pro-forma will be scanned and added to their CPOMS file and dated accordingly.
2. If the incident is a racist one then a separate racist incident form (PLAB/RADE form) will also be completed and inserted into both the victim's and the child who has bullied files. This incident will then be reported to Hampshire County Council as part of the annual reporting.
3. Records will be kept until the end of Year 2. At that point a decision will be made whether the records are passed on to junior school or not.

SEN

In cases where the victim or bully have special educational needs the SENDCo will always be notified so that we review whether the victim and the child who has bullied are accessing the help. If necessary, the help will be modified to ensure this. If the SENDCo identifies that the victim or child who has bullied would benefit from a programme to develop their emotional literacy, then a programme will be developed with the Emotional Literacy Support Assistant (ELSA).

Review: This policy will be reviewed annually.

Agreed: This policy was agreed and ratified at the Governing Body meeting held 25th June 2025

Next review: July 2026

Signed
Headteacher

Signed
Chair of Governors