



Anti-Bullying Policy

Last updated: Spring 26

Next Review: Spring 27

Hurst Green School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

**Hurst Green Infant School and Nursery
Anti-Bullying Policy**

Introduction

Our mission statement is:

'Bringing out the best by caring, learning and achieving together'

At Hurst Green Infant School and Nursery, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

We understand that bullying behaviour can be influenced by home and family as well as community issues. Likewise, bullying in school can spill over into the community. Therefore, the school has an important role to play in tackling bullying outside the school premises by dealing quickly and effectively with any bullying in school.

At Hurst Green Infant School and Nursery we are aware of the importance of educating children to keep themselves safe in different situations. In particular, when preparing our children for the demands placed on them by twenty-first century living, we understand that we must highlight the pressures and dangers that may present through new technology, including use of mobile phones, instant messaging devices and use of social media.

This policy sits within the school behaviour policy and supports the school values of promoting equality and ensuring safeguarding for all members of the school community. It is communicated to all staff, parents and children, via the school website, on an annual basis and reviewed annually, unless new guidance is issued before such review is due.

Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and Children.

Pupils contribute to the development of the policy through the school council, circle time discussions and assemblies.

The children will develop a child friendly version (**Appendix 2**) which is displayed in the school and a leaflet.

Parents/Carers are encouraged to contribute through the annual parent questionnaire.

This policy is informed by the Department for Education guidance **Preventing and Tackling Bullying** and **Keeping Children Safe in Education (KCSIE)**.

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

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.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation or because a child has been adopted or has caring responsibilities. It may be motivated by actual differences between children, or perceived differences.

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 sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e-mailing; sending offensive or degrading images by phone or via the internet (see school's E-Safety Policy)
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups
- looks and gestures to intimidate

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:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation

- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

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

Anti-Radicalisation

The school fulfils its responsibilities under the Prevent Duty to safeguard children from radicalisation and extremism. Please also see the schools safeguarding and child protection Policy.

At Hurst Green Infant School and Nursery, all staff are expected to uphold and promote the fundamental principles of British values. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Reporting and Responding to Bullying

Our school has clear and well publicised 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 in school - report to a staff member
- Parents/carers –To report to class teachers or the Head Teacher
- All staff and visitors – report to Head Teacher
- Bystanders- report to a member of staff

Responding - Proactive

All school staff are aware of the need to prevent bullying and to challenge unacceptable behaviour or language. Through the school's comprehensive system of logging specific incidents, they are able to gather intelligence about issues between children which might provoke conflict, in order to develop strategies to prevent bullying happening in the first place. This system also enables senior staff to track behaviour over time, sometimes highlighting a particular pattern or trend in low level behaviours that could indicate a case of bullying.

The school ensures that even the youngest children understand what bullying is. All children are made aware of the part they can play to prevent bullying including when they find themselves as bystanders.

In the extremely rare cases where we are concerned that bullying is particularly serious or persistent, we work with the wider community, including the local Community Police team and Surrey's Behaviour Support team, to send a strong message that bullying is unacceptable within our school.

As part of our on-going commitment to the safety and welfare of our pupils, we have developed the following strategies to promote positive behaviour, as well as discouraging bullying behaviour:

- Assemblies
- Involvement in SCARF
- Anti-Bullying week annually
- PSHE/citizenship - SCARF
- Specific curriculum input on areas of concern, such as cyber-bullying and internet safety
- Buddying
- Staff training and development for all staff, including support staff and midday supervisors

Responding - Reactive

The consequences of bullying will reflect the seriousness of the incident. All sanctions will be applied fairly, consistently and reasonably, taking account of any special educational needs or disabilities that the children involved may have, as well as the specific needs of vulnerable children, where appropriate.

The school is aware of supporting both the victim and the perpetrator. Specific groups or organisations may be drawn on for expertise or help with certain forms of bullying, such as Surrey's Behaviour Support team, the Educational Welfare Officer or the Local Area Support Officer. Once a case of bullying has been raised, all parents of the children involved will be kept fully informed as the process continues.

The school may respond to bullying that occurs outside the school premises, including online bullying, where it impacts the safety and wellbeing of pupils within school.

Bullying related to the protected characteristics under the **Equality Act 2010** (including race, religion, disability, gender, and sexual orientation) will be treated particularly seriously.

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

We will do this by-

- Interviewing all parties
 - Informing parents/carers
 - A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
 - Referral to the school Behaviour Policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
 - Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully, possible support includes, pastoral support, check-ins with staff, safe spaces at break/lunch, parental meetings, referral to external agencies if necessary

Roles and Responsibilities

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers. LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy in day to day practice.

The Anti-bullying coordinator in our school is the Head Teacher, Sarah George.

Her responsibilities are:

- 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 the responsibility for Anti-bullying (Behaviour) is: The Chair of Governors – Suzi Morgan

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and reported to the Head Teacher.

The information stored 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.

Bullying incidents will also be recorded on the school's behaviour or safeguarding recording system.

The Governing Body will monitor bullying incidents through the Head teacher's termly report and ensure the policy is implemented effectively.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive ethos across the school community.

Links with other policies

Behaviour Policy

Safeguarding and Child Protection Policy

E-Safety Policy

Acceptable Use Policy - Cyberbullying and internet safety

Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability

PSHE and Citizenship Policy

References Documents and Related Policy/Guidance

National Documents

DFE: Preventing and tackling bullying 2017

Appendix 1

School Bullying Incident Form

**Hurst Green Infant School and Nursery
Bullying Incident Report Form**

(To be completed by class teacher and filed in pupil files – copy to Head Teacher)

Date of incident:	
Name of victims(s)	
Name of Perpetrator(s)	
Nature of incident (including time & location)	
Reported by	
Seen by	
Immediate Action	

Subsequent Action			
The incident is in the judgement of the class teacher and HT	Proven Bullying	Possible Bullying	Unlikely to be Bullying
Parental Involvement			

Signed: _____ (Class Teacher)

Signed: _____ (Head Teacher)

Appendix 2

Children's Anti-Bullying Policy

Hurst Green Infant School and Nursery Children's Anti Bullying Policy

We will never do any of the things below because they hurt and upset others.

We will tell an adult in school if any of the things below happen to us or to anyone else in school.

We will tell an adult if they have happened before by the same person or people.

- Calling someone a nasty name that is not their own
- Taunting or teasing to deliberately make someone or others unhappy
- Making rude comments to someone or others
- Hitting, punching, kicking or using physical force to hurt someone or others
- Taking or damaging someone else's or others property or belongings
- Using the computer or phone to upset someone or others
- Writing on school property to deliberately upset someone or others
- Telling other children or adults nasty things or lies about someone else or others
- Not letting someone or others join in groups

The adults in school will make sure that we are safe and they will speak to bullies, parents and carers.