



Anti-Bullying Policy

Policy Approved	January 2023
Review Period	Annual (Trust-wide review in February 2024)
Next Review	February 2024

Anti-Bullying Policy

At Sandringham Infant and Nursery Academy, we believe it is every child's right to enjoy their time at school; feeling safe, secure and free from hurtful or harmful experiences. We aim to provide a safe, caring and friendly environment for all our pupils and to allow them to learn effectively, improve their life chances and reach their true potential. We are committed to developing an anti-bullying culture where no form of bullying; including incidents of bullying between adults, children or adults and children, will be tolerated.

This policy has been designed alongside our Behaviour and Safeguarding policies to ensure all stakeholders, including staff, parents and children are all aware of the signs of bullying and that we can act promptly and fairly if it has been identified.

At Sandringham Infant and Nursery Academy we want everyone to feel safe all of the time, in all areas of the school. Everyone has the right to feel happy coming to school and for it to be a place where children can learn, trust each other and enjoy themselves.

Definition of Bullying

We support the definition of bullying as being 'behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally'.

(DfE: Preventing and Tackling Bullying, July 2017).

Bullying differs from falling out with friends or other types of aggressive behaviour when it is persistent and either:

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves

Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Bullying can happen to anyone and although it can just occur between individuals, it can often take place in the presence of others, either virtually or in person, and those who witness it are termed the bystanders.

Inclusion

All children at Sandringham Infant and Nursery Academy are explicitly taught to value and respect each other irrespective of sex, gender, race, religion or disability. This is underpinned by our PSHE curriculum (Personal, Social, Health and Economic education) and RSE (Relationships and Sex Education) curriculum which is delivered through the Jigsaw PSHE programme, our core values and the schools teaching of SMSC (Spiritual, Moral, Social and Cultural) education.

Aims

This policy will:

- Explain what bullying is and to ensure all staff, families and pupils have a clear understanding of what it is
- Inform pupils, parents and carers of the school's expectations
- Minimise the occurrence of bullying and should give clarity to families, pupils and staff so that, if incidents do occur, they are dealt with quickly

- Promote a secure and happy environment free from threat, harassment and bullying, where pupils learn in a supportive, caring and safe environment without the fear of being bullied

Forms of Bullying

Bullying can be:

- Verbal - name-calling, sarcasm, racist taunts, sexually abusive comments; comments related to physical/social disability
- Relational – causing harm by damaging friendship groups and feelings of group acceptance. This can include behaviours that are much more hidden than other forms of bullying and are often tied up among friendship groups. This could include the spreading of rumours, gossiping, being excluded from groups or social events;
- Physical - hitting, pushing, gesturing, taking or damaging personal belongings or any unwanted physical contact;
- Psychological – ignoring someone, excluding, glaring, isolating a person, graffiti, rumour spreading, sending unwanted text messages or emails, publishing hurtful material on social networking sites (cyber-bullying);
- Racial – this is identified by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices;
- Sexual; • Sexist, homophobic, bi-phobic, transphobic, question-phobic – comments, taunting or rumours;
- Cyber – inappropriate messages, sharing or sending of offensive and/or degrading photographs or video clips, inappropriate comments on social media and gaming sites; •
- SEND related – bullying that targets a child because of their Special Educational Needs and Disability;
- Child on child abuse - Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals;

All forms of bullying are taken equally seriously.

Bullying is not:

- Teasing and banter between friends without intention to cause hurt
- Falling out between friends after a quarrel or disagreement
- Behaviour that all parties have consented to and enjoy
- A single act of unkind behaviour - it should not be confused with 'relational conflict' whereby two or more children get into conflict but the dispute is equally provoked and both sides have been hurtful to the other.

Bullying outside School Premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or centre. Where bullying outside school is reported to school staff, it

would be investigated and acted on. Parents would be informed. The head teacher would also consider whether it is appropriate to notify the police or anti-social behaviour coordinator.

Role of the Bystander

A bystander is a person who does not become actively involved in a situation where someone else requires help and in this way is understood to be a passive observer, an onlooker who watches something happen, but stays on the side-lines and does not intervene or help, even if someone needs it. At Sandringham, we encourage all our pupils to not be bystanders and teach them that they have the responsibility to report bullying or unkind behaviour.

Vulnerable Groups

Staff members are aware that vulnerable groups to be especially aware of are:

- Looked after children
- Traveller groups
- Children with disabilities
- Children with SEN
- Children from ethnic minority groups

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is unwilling to go to school;
- becomes withdrawn, anxious or lacking in confidence;
- starts stammering;
- cries him/ herself to sleep at night or has nightmares/ bedwetting;
- regularly feels ill in the morning;
- begins to do poorly in school work;
- has possessions go missing;
- has unexplained cuts and bruises;
- stops eating;
- is frightened to say what is wrong;
- changes his/her usual routine

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person. It should also be considered that there may be many causes of the above signs that are not necessarily bullying.

Prevention of Bullying

At Sandringham Infant and Nursery Academy, all staff are trained to use effective strategies to prevent bullying occurring in the first place and to ensure that the pupils have the skills to make happy and effective relationships. The strategies include:

- Raising awareness of bullying by talking about it, inc. E-safety
- Core values
- PSHE programme - Our P.S.H.E curriculum revisits friendships and conflicts each year and children are explicitly taught about bullying through this
- ELSA – (Emotional Literacy Support Assistants) – we have a trained to member of staff to and provide emotional support

- Sports Captains - Year 2 pupils teach younger children new games and help them play together
- Celebrating success - Celebration Assembly allows for the celebration of positive learning and behaviour choices
- Class Charters
- Behaviour Policy that is adhered to throughout the school
- Open door policy
- Themed weeks - PANTS rule, Feeling Good Week
- Assemblies - allowing for the integration of anti-bullying work and the PSHCE curriculum by talking to the pupils about issues of difference and at a level appropriate to them.

Class teachers also determine what will work best for their pupils, depending on the particular issues they need to address. We teach children that using any prejudice-based language is unacceptable. We endeavour to involve families to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents and carers need to feel confident that the academy will take any complaint about bullying seriously and resolve the issue in a way that protects the child. Our families reinforce the value of good behaviour at home.

Reporting and Responding

We encourage pupils at Sandringham Infant and Nursery Academy who may be experiencing bullying, to report this to a member of staff. Pupils are encouraged not to be bystanders and report to staff if they know that another pupil is being bullied. All allegations of bullying are taken seriously and action is taken immediately to support the victim and investigate the allegation. The member of staff who receive the report of bullying will deal with it in the first instance and reporting to the Head teacher and other safeguarding leads. Reports of bullying will be logged and tracked through our online monitoring system (CPOMS) and behaviour patterns are tracked by the well-being lead. Where an incident of bullying is of a racist nature, we will report this to the Local Authority using the Racial Incident Report Form. Where an incident of bullying is of a sexual nature, we will follow the school's child protection procedures.

Support for children involved in bullying incidents

At Sandringham Infant and Nursery Academy we provide support to all children in a safe environment. In the case of confirmed bullying incidents, we provide bespoke support for the victim. There is not a 'one size fits all' approach and the support provided very much depends on the child, the nature of the incident, the impact this has had on the child and, working alongside the family, the best course of action is planned, to achieve the most effective support. Support for the perpetrator is important too, alongside consequences, as outlined in our Positive Behaviour Policy. Bullying is a red behaviour and the ladder of consequence in the policy outlines the actions and discussions that take place, including, if applicable, a restorative approach. We encourage pupils who have caused harm or upset to acknowledge the impact of what they have done and give them an opportunity to make reparation. Pupils who have suffered harm have the opportunity to have their harm acknowledged and amends can often be made. Restorative strategies and ELSA support are implemented as appropriate. The JIGSAW PSHE programme is used across the academy as we explicitly teach and exemplify positive relationships and how to look after each other.

Procedure for Complaints

If you feel your concerns are not being fully addressed, please contact the Head teacher in the first instance. If you feel your concerns remain unresolved, please contact the Chair of Governors.

Roles and Responsibilities

The head teacher has overall responsibility of the policy and its implementation. The head teacher liaises with the governing body, parents/ carers, the Kite Academy Trust, the LA and outside agencies and appoints an anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

The well-being lead at Sandringham is: Emma Robinson

Their responsibilities are:

- Policy review and development - involving pupils, families, governors, Kite Academy Trust and relevant local agencies
- Co-ordinate strategies for preventing bullying behaviour
- Implementing the policy and assessing the effectiveness of the policy
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing training needs for staff

This policy should be read in conjunction with the following policies (school) and publications:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- E-Safety Policy
- Whistleblowing Policy
- Staff Handbook - Code of Conduct
- Keeping Children Safe in Education Sept 2022
- DfE: Preventing and tackling bullying: Advice for Headteachers, Staff and Governing Bodies (July 2017)