

**Airedale Infant School**  
**'Ambition, Bravery, Respect'**  
**Ani-Bullying Policy**

Version	Date
Last reviewed	July 2021
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Owner	Headteacher/SLT
Approver	Academy Council

## Introduction

At Airedale Infant School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils and staff.

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

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

At Airedale 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 children's social care.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values.

## Principles

It is the responsibility of the Academy Council and the Head teacher to ensure that all members of the school community work within a safe and enabling environment.

We value pupils developing 'respect for others resulting from active listening, trust and honesty' (Vision, Aims and Values).

These principles underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Airedale Infant School.

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They are:

- every pupil is unique, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

### **Aims**

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

### **Bullying Definition**

At Airedale Infant School, 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 can be physically hurting, name calling, nasty looks or leaving people out.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is when events as above happen several times on purpose (STOP).

### **Types of Bullying**

#### **Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

## **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 or bisexual 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 or bisexual

## **Bullying Prevention**

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils and staff are taught and encouraged to inform an appropriate adult in school if they are concerned that someone is being bullied.

## **Code of Conduct**

Our school Code of Conduct is regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our Code of Conduct is as follows:

- We will do as the adults instruct us first time
- We will treat everyone in school with respect
- We will work hard
- We will use good manners and be polite
- We will move around school safely and quietly
- We will take care of our building and our equipment and keep the school tidy

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By doing all of these - 'We will make Airedale Infant School a school to be proud of'

### **Behaviour Policy**

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

### **Responding to Bullying**

All cases of alleged bullying should be reported to the Head teacher, member of SLT or the Chair of Governors should it be against the Head teacher. In any case of alleged bullying, either the Class teacher, the Head teacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Head teacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded. Parents of both parties should be informed. If the situation does not improve, the Head teacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

### **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

**Physical:** unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

**Emotional:** losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

**Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

### **Monitoring, evaluation and review**

The school will review this policy every two years and assess its implementation and effectiveness. This policy will be promoted and implemented throughout the school.

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This policy is part of our commitment to safeguarding children. It should be read in conjunction with our other safeguarding policies and procedures which promote safeguarding such as our Behaviour Policy. All our policies are available on the school website or hard copies are available upon request.

## APPENDIX A

### All STAFF

Advice on when reacting to a specific incident

Before recording an incident it may be useful for staff to consider the following:

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure that the child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in the child's behaviour?

Although incidents may not be bullying, they should always be followed up thoroughly in school and dealt with appropriately with timeliness and sensitivity. All incidents of bullying (as defined in our policy) will be recorded by the school. The class teacher or a member of SLT will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation. Parents/carers of all children/young people involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented. The Senior Leadership team will need to be notified of all bullying and other major incidents immediately.

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## APPENDIX B ADDITIONAL INFORMATION FOR PARENTS

Whenever a bullying incident is discovered, we will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Before progressing it may be useful for parents/carers to consider the following:-

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?
- (Although incidents may not be bullying they should always be followed up thoroughly in the school and dealt with appropriately.)

When a bullying incident has come to the attention of Airedale Infant School, it will always be taken seriously, investigated and actioned. However, we cannot report back to the parent/carer of any child except their own.

Airedale Infant School will:

- Talk the incident through with all parties involved
- Support the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Explore the use of Restorative Approaches
- Discuss which rule(s) have been broken
- Discuss strategies for making amends

Actions will be in line with our behaviour policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Restorative Approaches
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the Head of School expressing concerns
- Time out from the classroom
- Pastoral support plan
- Fixed term exclusion
- Permanent exclusion