



**LONS INFANT  
SCHOOL**

**ANTI-BULLYING  
POLICY**

**(Pupils)**

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## **Introduction**

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, Lons Infant School aims to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.

The aim of this policy is to ensure that children can learn in a supportive, caring and safe environment without fear. Bullying is anti-social behaviour and affects everyone, it is unacceptable and will not be tolerated.

For our vision to be effective, everyone should have the right to learn and work in a supportive, caring and safe environment without the fear of being bullied. This policy is intended to outline our procedures for ensuring our community is able to think, discuss, challenge and explore issues around positive and negative relationships in a safe and inclusive environment.

### **Statement of intent**

Lons Infant School believes that all pupils are entitled to learn in a safe, inclusive, diverse and supportive learning environment. Bullying behaviour of any kind is unacceptable at our school. If bullying behaviour does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a listening and telling school. This means that anyone who knows that bullying behaviour is happening is expected to tell a grown up straight away.

All school staff will make it clear that bullying behaviour is not tolerated in our school. We will take part in anti-bullying week every year and in assemblies and in class, we will encourage pupils to discuss bullying behaviour: what is it, what can be done etc. we will use 'what if...' questions to talk about staying safe – discussing and thinking about possible responses. We will ask our pupils to take part in a questionnaire each year to find out how safe every child feels at school. The results of the survey will be compiled and will be shared with the children.

### **Our statutory duty**

Section 89 of the Education and Inspections Act 2006 provided that maintained school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of Lons Infant Schools behaviour policy and this policy. Both policies are communicated to all pupils, staff and parents.

At Lons Infant School we are legally required to comply with the public sector equality duty provision within the 2010 Equality Act. This covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The duty requires Lons and other public bodies to have due regard to the need to:

- eliminate 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;
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and academies are required to comply with the PSED. At Lons Infant School, we understand and acknowledge that part 6 of the Act makes it unlawful for the school, or any member of its staff to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any detriment.

In addition to the duties in relation to pupils with disabilities under the Equalities Act, Lons Infant School also understands its duties under part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

## **Safeguarding**

When there is 'reasonable cause to suspect that a child is suffering or is likely to suffer significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss matters with the schools designated safeguarding lead and report their concerns to starting point at Derbyshire County Council and work with them to take appropriate action.

However, appropriate external support may be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue Lons Infant School may draw on a range of external services e.g. behaviour support or education psychology service to support the child who is experiencing bullying or to tackle an underlying issue which has contributed to a child engaging in bullying.

## **Section 1 - Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006;
- Equality Act 2010;
- Protection from Harassment Act 1997;
- Malicious Communications Act 1988;
- Public Order Act 1986;
- Communications Act 2003;
- Human Rights Act 1998;
- Crime and Disorder Act 1998;
- Education Act 2011;
- DfE (2017) 'Preventing and tackling bullying';
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges';
- DfE (2018) 'Mental health and wellbeing provision in schools';
- DfE (2021) 'Keeping children safe in education (2020)';
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.

This policy operates in conjunction with the following school policies:

- Behaviour Policy;
- Cyberbullying Policy;
- Child Protection and Safeguarding Policy;
- Social, Emotional and Mental Health (SEMH) Policy;
- PSHE Policy and schemes of work;
- Primary Relationships and Health Education Policy;
- Teaching and Learning Policy;
- ICT Policy;
- Online Safety Policy;
- Staff Code of Conduct;
- Home/School Agreement;
- Exclusion Policy.

## Section 2 - Definitions

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- pupils with SEND;
- pupils who are adopted;
- pupils suffering from a health problem;
- pupils with caring responsibilities.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- pupils who are LGBTQ+, or perceived to be LGBTQ+;
- pupils from BAME backgrounds;
- pupils from socioeconomically disadvantaged backgrounds.

### **Section 3 - Types of bullying**

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything.

Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- verbally;
- physically;
- emotionally;
- online (cyberbullying).

**Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic/biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Stopping violence and ensuring immediate physical safety is Lons Infant Schools' first priority but we also understand and acknowledge that emotional bullying can be more damaging than physical bullying.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone) derive from an intellectual imbalance or by having access to the support of a group or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can itself have a significant impact on its target. If left unchallenged or dismissed it can lead to reluctance to report other behaviour. At Lons Infant School we believe that early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

## **Section 4 - Roles and responsibilities**

The governing board is responsible for:

- evaluating and reviewing this policy to ensure that it is not discriminatory;
- the overall implementation of this policy;
- ensuring that the school adopts a tolerant and open-minded policy towards difference;
- ensuring the school is inclusive;
- analysing any bullying data to establish patterns and reviewing this policy in light of these.

The Head teacher is responsible for:

- reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures;
- keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected;
- analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented;
- arranging appropriate training for staff members.

Teachers are responsible for:

- corresponding and meeting with parents where necessary;
- providing a point of contact for pupils and parents when more serious bullying incidents occur;
- being alert to social dynamics in their class;
- being available for pupils who wish to report bullying;
- providing follow-up support after bullying incidents;
- being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations;
- refraining from stereotyping when dealing with bullying;
- understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying;
- reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway;
- being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- informing a member of staff if they witness bullying or are a victim of bullying;
- not making counter-threats if they are victims of bullying;

- walking away from dangerous situations and avoiding involving other pupils in incidents;
- keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

## **Section 5 - Statutory implications**

The school understands that, under the Equality Act 2010, it has a responsibility to:

- eliminate 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;
- foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The Head teacher will ensure that this policy complies with the HRA; the Head teacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender;
- the Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment;
- section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

## **Section 6 - Prevention and strategies to prevent bullying behaviour**

Lons Infant School is committed to promoting positive behaviour in a variety of ways. The strategies outlined below are adopted to create a safe and secure learning environment, inside and out which ensures that children enjoy coming to school and are able to thrive and achieve their full potential.

- Values that underpin the ethos of the school;
- saying stop, I don't like it;
- circle time;
- PSHE curriculum includes work on friendship, relationships, getting on with others and anti-bullying;
- taking part in anti-bullying week;
- discussing what if questions, thinking about possible personal safety issues;
- nurture/ELSA groups;
- circle of friends;
- friendship bench;
- clear policy;
- working with others approach;
- worry box/worry monster (ELSA).

At Lons Infant School we create an environment and ethos that aims to prevent bullying from being a serious problem in the first place. We believe that pupils learn best in a safe and calm environment that is free from disruption and in which the main focus is the education of our pupils.

We have a strong behaviour policy and aim to:

- treat all members of the school community with the utmost respect;
- create the best learning environment through teamwork and cooperation;
- value each and every member of the school community as unique and take every opportunity to recognise their achievements;
- manage unacceptable behaviour with consistency through interaction with the child;
- help children to become self-disciplined and take responsibility for their own behaviour;
- focus on positive and acceptable behaviour and the personal fulfilment that this gives to the individual;
- develop social skills, values and high self-esteem amongst pupils.

Therefore we provide:

- a happy, safe, inclusive and pleasant learning community;
- good adult and peer role models of caring, respectful and co-operative behaviour;
- a learning environment which demands that each individual maximised their potential;
- a system that recognises and rewards achievement and positive behaviour;

- acceptance by all adults in the school of a common responsibility for maintaining good discipline;
- an effective personal, social and health education curriculum and assembly plans that focuses on flourishing positive behaviour and relationships amongst pupils;
- an effective online safety curriculum that aims to educate our pupils to behave responsibly whilst online;
- strong links with parents with regard to our school ethos, values and behaviour policy;
- positive, supportive and open links with parents in order to deal with any issues immediately and effectively;
- strong relationships between staff and pupils so that pupils are assured that they are safe, listened to and can report any bullying issues;
- a set of golden rules that underpin and permeates school life that are consistency applied, reinforced and understood by all adults and children in the school.

As a member of the school community, pupils have a responsibility to make a positive contribution to the life of the school. In order to create a secure and positive learning environment for all, we expect the children at Lons to adhere to the schools/class rules.

We have a clear system of sanctions that are consistently used throughout the school and include:

- verbal warnings;
- sanctions deemed appropriate by the class teacher including for example time out from playtime or time in another class.

In the event of an incident occurring that is unusual or of a more serious nature children can be taken to discuss it with the head teacher who then takes appropriate action.

All reported or investigated instances of bullying will be investigated by a member of staff.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

A safe place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Class teachers will offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

Before a vulnerable pupil joins the school, the pupil's class teacher and the DSL will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

The school will be alert to instances of the sharing of indecent imagery of pupils amongst the school cohort, and will evaluate whether the instance is part of normal sexual development or whether it presents a safeguarding concern; the latter instances will be managed in line with the Child Protection and Safeguarding Policy.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

## **Section 7 - Possible signs of bullying**

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- being frightened to travel to or from school;
- unwillingness to attend school;
- repeated or persistent absence from school;
- becoming anxious or lacking confidence;
- saying that they feel ill repeatedly;
- decreased involvement in school work;
- leaving school with torn clothes or damaged possessions;
- missing possessions;
- asking for extra money or stealing;
- cuts or bruises;
- lack of appetite;
- unwillingness to use the internet or mobile devices;
- becoming agitated when receiving calls or text messages;
- lack of eye contact;
- becoming short tempered;
- change in behaviour and attitude at home.

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- they have experienced mental health problems, which have led to them becoming more easily aggravated;
- they have been the victim of abuse;
- their academic performance has started to fall and they are showing signs of stress.

Children who are being bullied may show changes in behaviour, becoming shy and nervous, feigning illness, being absent from school, being clingy with adults. There may be changes in levels of concentration and not wanting to come to school. Children are encouraged to report any anti-social behaviour incidents to staff.

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation.

## **Section 8 - Causes of bullying behaviour**

Some children display temporary bullying behaviour after a traumatic event (death of a family member, parents separation or divorce, accident etc.) or because of boredom and frustration. Other children display chronic bullying behaviour because:

- they like the feeling of power;
- they are jealous;
- they want to feel good about themselves;
- they like to be in control;
- they want something;
- they want to look good in front of other people;
- they want to feel popular;
- of peer pressure;
- they want to be big/clever;
- they think it is fun;
- they are being bullied themselves;
- they don't have any real friends themselves;
- they see and pick on an easy target (small, won't tell anyone, lonely, or different in some way).

Everyone has the right to be protected from being hurt and mistreated, in body and mind.

Children who display bullying behaviour need to learn different ways of behaving.

Our school promises to respond promptly and effectively to reported incidents of bullying behaviour.

Everyone must respond to incidents of bullying behaviour in an appropriate and sensitive manner.

### **Responding to bullying behaviour**

Victims of bullying behaviour are supported in the following ways:

- offering an immediate opportunity to talk about the experience with a grown-up of their choice;
- informing their parents/carers;
- monitoring them closely and offering continued support when they feel they need it;
- arranging for a buddy or grown up to be with them at playtimes and lunchtimes for as long as needed;
- nurture/ELSA groups/friendship groups.

At Lons Infant School we promise to:

- meet separately with the child who is the victim of bullying behaviour;
- meet separately with each child involved in bullying behaviour;
- arrange a separate meeting with the parents/carers of the victim of bullying behaviour and the perpetrators;
- agree with each child separately about what happens next;
- if appropriate meet with all children involved and ensure everyone is clear about how they will behave from that moment on;
- make sure that the meetings are logged on each child's confidential notes;
- reiterate to the whole school community that everyone is responsible for ensuring we are all safe and happy at school.

Everyone has the right to give their opinion, and for adults to listen and take it seriously.

### **Policy implementation**

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported the incident will be dealt with immediately by the member of staff in line to deal with this policy and the schools behaviour policy;
- a clear account of the incident will be recorded and given to the head teacher;
- the head teacher will interview all concerned and make a written record of the interview;
- class teachers and TAs will be kept informed;
- parents of all parties will be informed;

- corrective and support measures as described above will be used as appropriate and in consultation with all parties concerned.

### **Reporting bullying behaviour**

Everyone is responsible for following the appropriate procedures for reporting bullying behaviour identified below:

- report incidents of bullying behaviour straight away, there are no innocent bystanders;
- parents/carers should be informed and will be asked to come in to a meeting to discuss the problem;
- in cases of serious bullying behaviour, the incidents will be recorded by staff;
- if necessary and appropriate, police will be consulted;
- the bullying behaviour or threats of bullying behaviour must be investigated and the bullying behaviour stopped quickly;
- an attempt will be made to help the child/ren who display bullying behaviour change their behaviour.

Therefore, all members of the Lons Infant School community are familiar with the definitions of bullying behaviour to enable them to effectively report incidents of bullying behaviour, either as a victim, or bystander or as a confidant. This is especially important in cases where children may not be aware that they are being bullied or are too afraid to report the bullying behaviour themselves.

Children are fully aware that they are able to report an incident of bullying behaviour to any member of staff within the school and that they will be listened to. They may use bubble time or worry monster as a strategy to do this.

Staff will handle all incidents identified as bullying sensitively and seriously. Allegations are investigated quickly and thoroughly and statements from the victim, perpetrator and any bystanders, if appropriate, are recorded accurately.

### **Intervention - support for pupils who are bullied**

At Lons Infant School we have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. School staff will support all pupils who are bullied and be alert to the affect any form of bullying can have and being especially alert to where it may have a severe impact.

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice;
- working with and supporting the child's parents and wider family;
- reassurance and appropriate support to ensure continued positive wellbeing;
- offer of continuing support with members of staff and particularly with the schools TA;
- working with the child to restore self-esteem and confidence;

- if appropriate working with outside agencies to support the child as appropriate;
- if appropriate working with the pupil to restore any difficult relationships.

### **Intervention - discipline and tackling underlying issues of bullying**

Lons Infant School will apply disciplinary measures to pupils in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. We will also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety or well-being of the perpetrator. Where this is the case the child engaging in bullying will be given support themselves.

Children who have been the perpetrator will be helped by:

- discussing what has happened;
- discovering why the child become involved in bullying behaviours;
- discovering and dealing with any of the motivations or drivers behind bullying incidents;
- establishing the wrong doing and putting in actions that will result in a need to change;
- targeting and focusing on steps towards changing negative behaviour into positive behaviour;
- informing and supporting parents/carers to help change the attitude and behaviours of the child;
- offer of continuing support with members of staff;
- if appropriate working with outside agencies to support the child as appropriate;
- if appropriate working with the child to restore self-esteem and confidence;
- if appropriate working with the pupil to restore any difficult or broken relationships.

The following disciplinary steps may also be taken:

- warning;
- sanctions as outlined in the Behaviour Policy;
- exclusion from certain areas of the school premises. Any exclusion will remain in place for as long as necessary;
- fixed term exclusion;
- permanent exclusion.

See appendix A for recommended procedures for reporting bullying.

## **Section 10 - Recording bullying behaviour**

Staff should use the bullying incident form (appendix B) to officially record any incident of bullying behaviour. In addition, if the bullying incident is perceived by the victim, bystander or the person it was reported to, to be radically, religiously or culturally motivated, it should be reported as such using an additional racist incident form (appendix C) any radically, religiously or culturally motivated incidents are reported to the local authority. It is of utmost importance that all bullying incidents are recorded in this way so the school is able to monitor bullying behaviour and provide necessary support.

As well as disciplining the proven perpetrators of bullying behaviour, it is also important to work with the children to identify why the bullying behaviour occurred in the first place and to ensure the bullying behaviour does not continue. We may do this in the following ways:

- talking about what happened, to discover why they became involved;
- informing their parents/carers and investigating how we can best support them and their child;
- enlisting the support of external agencies in drawing up a pastoral support plan, if necessary;
- continuing to work with them in order to change behaviour and attitudes as far as possible;
- nurture/ELSA groups/friendship groups.

### **Section 11 - Staff principles**

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

### **Section 12 - Preventing peer-on-peer abuse**

The school has a zero-tolerance approach to all forms of peer-on-peer abuse, including sexual harassment and sexual violence.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, relationships education and group sessions. Such content will be specific to age and stage of development, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- self-esteem
- Prejudiced behaviour

All staff will be aware that pupils of any age and sex are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up". Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexual harassment and assault.

Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

Staff will be aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils.

The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

### **Managing disclosures**

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary.

Staff will report all allegations of abuse against pupils to the DSL. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.

If a report involves a pupil with SEND, the DSL will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

### **Confidentiality**

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm. The school's Pupil Confidentiality Policy will be adhered to at all times.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk
- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS
- Rape, assault by penetration and sexual assault are crimes – reports containing any such crimes will be passed to the police

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

### **Section 13 - Cyberbullying**

Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience and more accessories as people forward on content at a click.

The school has a Cyberbullying Policy in place, which outlines the school's zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in section 14 of this policy if they become aware of any incidents.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

If an electronic device, that is prohibited by the school rules, has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can, with the authorisation of the head teacher, decide whether it is appropriate to delete or retain the material as evidence of a breach of schools policy and rules.

All school staff, pupils and parents all have rights and responsibilities in relation to cyberbullying and work together to create an environment in which pupils learn and develop and staff have fulfilling careers free from harassment and bullying.

At Lons Infant School we offer support to parents on how to help their children engage safely and responsibly with internet based activities, communication and games. This is achieved through online workshops and information for parents. This includes advice and signposting to other sources of support and advice. Pupils are also taught how to keep safe on the internet appropriately. This is taught through key stage one computing curriculum and within the technology element of the Early Years foundation profile. Pupils also take part in internet safety activities during internet safety week.

At Lons Infant School we create a strong school-parent relationship that helps to create an atmosphere of trust and understanding. The schools ICT coordinator has also undertaken training.

Incidents of cyber bullying are reported and dealt with in the same way as any other bullying incident. We do believe, however, that EYFS and KS1 children are too young to have social media accounts and we recommend that parents ensure that their children do not access social media sites or mobile phones.

Through our home school agreement and our staff code of conduct, all members of the school community, including parents and governors are asked to use social media and internet based communications responsibly. Staff and governors also sign and agree to an ICT Code of Conduct.

## **Section 14 - Sanctions**

If the Head teacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Head teacher will inform the pupil of the type of sanction to be used in this instance and future sanctions if the bullying continues.

- the child/ren who have displayed bullying behaviour may be asked to genuinely apologise. Other consequences may take place;
- a member of staff will try to find out why the child is displaying bullying behaviour;
- a member of staff will support the child in setting realistic, firm guidelines and rules to help the child control his/her behaviour;
- in serious cases fixed term or permanent exclusion will be considered;
- if possible the pupils will be reconciled;
- after the incident/s have been investigated and dealt with, each case will be monitored to ensure repeated incidents of bullying do not take place.

All children who display bullying behaviour need to achieve some success to make them feel good about themselves. School staff will help them find something they can do well and often their behaviour will change.

Parents are informed of bullying incidents and what action is being taken.

Where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

### **Following up incidents**

As well as the strategies to responding to incidents outlined above, all staff will continually monitor and support the victim, perpetrator and bystanders if appropriate, to ensure the bullying behaviour is no longer continuing. An allocated member of staff will regularly check in with victims and perpetrators to ensure positive progress has been made. The head teacher will also regularly check the situation and respond accordingly.

## **Section 15 - Bullying outside the school**

The Head teacher has 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 the Head teacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. 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 village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The Head teacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

**Section 16 - Monitoring and review**

The Head Teacher and Governing Body will review this policy every two years.

Any changes to this policy will be communicated to all staff.

The next scheduled review date for this policy is October 2026.

*Signed, on behalf of Lons Infant School:*

*Head Teacher:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Chair:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Adopted and approved by all Governors on:*

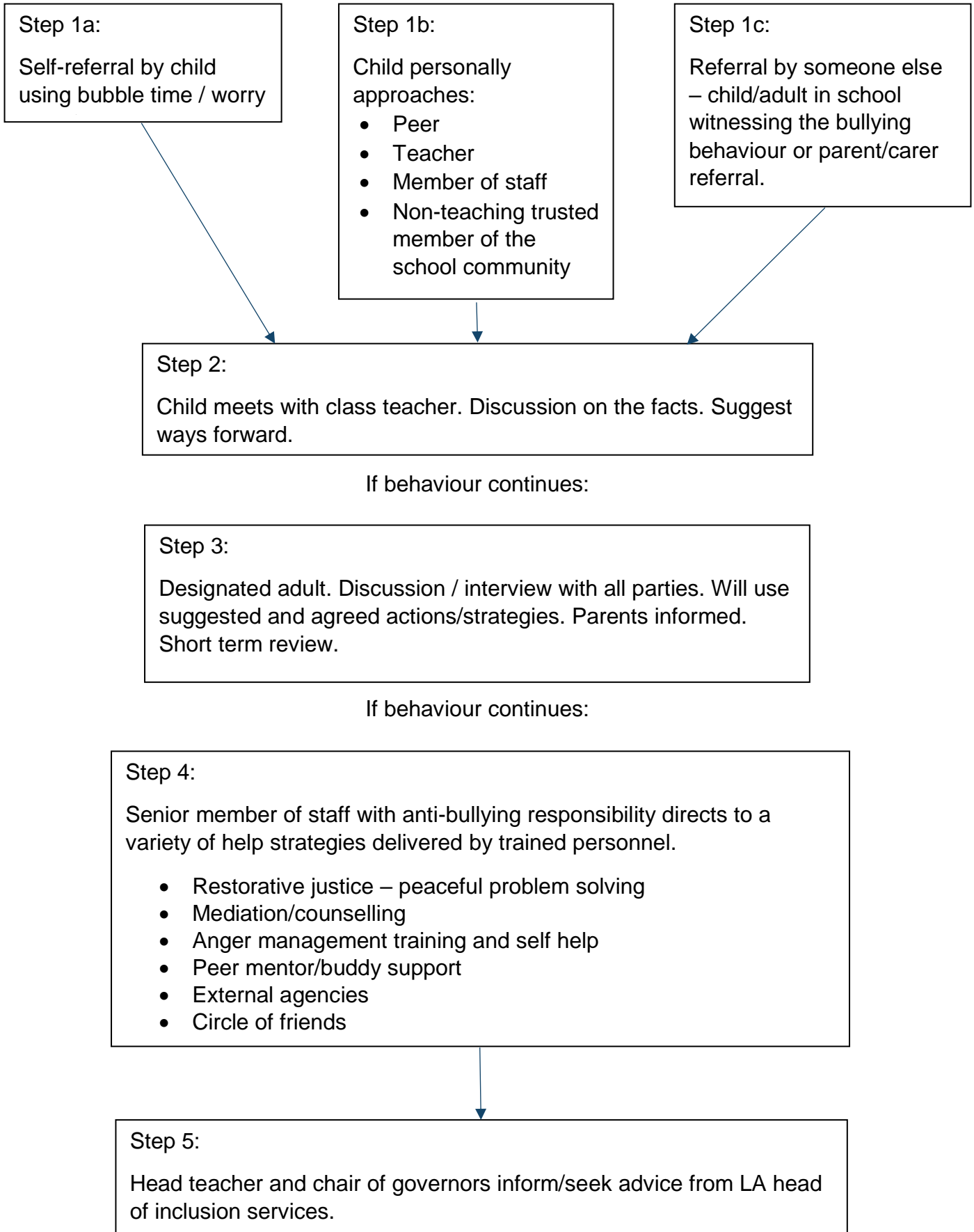
*Minute No:*

*Reviewed: **April 2024***

*To be reviewed: **April 2026***



Recommended procedures in school for reporting bullying behaviour





### Bullying Behaviour Report Form

Initial report of incident made by \_\_\_\_\_ recorded by \_\_\_\_\_

Date \_\_\_\_\_

Type of bullying behaviour \*tick all that apply

|                             |                                                                                                                                      |  |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--|
| Physical (against person)   | Unprovoked assault on a person or group including pushing, kicking, hitting or any form of violence or physical force.               |  |
| Physical (against property) | Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources. |  |
| Psychological               | Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing.                                |  |
| Social                      | Not being spoken to or left out of activities.                                                                                       |  |
| Other                       | Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours or persistent.                  |  |
| Other – please give details |                                                                                                                                      |  |

Where did the bullying take place \*tick all that apply

|                             |  |                |  |
|-----------------------------|--|----------------|--|
| Classroom                   |  | Playground     |  |
| Hall                        |  | Cloakroom      |  |
| Reception toilets           |  | Dining area    |  |
| Year 1 toilets              |  | Outside school |  |
| Other – please give details |  |                |  |

Bullying behaviour was to do with \*tick all that apply

|                             |                                                                                                                                                      |  |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Ability                     | Target bullied due to their ability or perceived lack of it                                                                                          |  |
| Appearance                  | Target bullied due to their hair colour, body shape, clothing etc.                                                                                   |  |
| Ethnicity                   | Target bullied due to ethnic origin, skin colour, nationality, culture. NB ensure the bullying is recorded on the racist summary form.               |  |
| Gender identity             | Target bullied due to stereotyped perception of their gender identity or bullied because they identify as or are perceived to be transgender         |  |
| Religion                    | Target bullied due to their religious beliefs, faith, mistaken identity or lack of faith                                                             |  |
| SEND                        | Target bullied due to their disability or special need or related language used in the bullying                                                      |  |
| Sexism                      | Target bullied because of their gender                                                                                                               |  |
| Sexual orientation          | Target bullied due to orientation or perceived orientation of target or targets family and/or homophobic abuse and language used a part of bullying. |  |
| Social class                | Target bullied due to their class background                                                                                                         |  |
| Other – please give details |                                                                                                                                                      |  |



**Racist and Religiously Motivated Incident Form**

Name and role/year group of member of staff/pupil reporting the incident

---

Name and role of member of staff recording the incident (tick if same as above)

---

Name and role/year group of targets/s

---

Name and role/year group of perpetrators

---

Types of bullying behaviour \*tick all that apply

|                             |                                                                                                                                      |  |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--|
| Physical (against person)   | Unprovoked assault on a person or group including pushing, kicking, hitting or any form of violence or physical force.               |  |
| Physical (against property) | Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources. |  |
| Psychological               | Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing.                                |  |
| Social                      | Not being spoken to or left out of activities                                                                                        |  |
| Other                       | Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours or persistent.                  |  |
| Other – please give details |                                                                                                                                      |  |

Where did the bullying behaviour take place? \*tick all that apply

|                             |  |                |  |
|-----------------------------|--|----------------|--|
| Classroom                   |  | Playground     |  |
| Hall                        |  | Cloakroom      |  |
| Reception toilets           |  | Dining area    |  |
| Year 1 toilets              |  | Outside school |  |
| Other – please give details |  |                |  |

Further comments:

Was this incident religiously motivated? Yes/no

Action taken and planned follow up:

Signed \_\_\_\_\_

Date \_\_\_\_\_



### Key Skills and Tips for Challenging Prejudice

- Ensure you are aware of the school policy and that you follow school policy and legal requirements such as reporting racist incidents
- Challenge all incidents, behaviour and language and be seen to be doing this
- Be calm and constructive (responding and helping to build skills) take time, remain silent if you are upset or angry until you regain control.
- If appropriate remove them from an audience or the scene of the incident, although be clear with the whole group that the language / behaviour was unacceptable.
- Role model how to challenge / how to take a stand in a non-aggressive way so that the group can be effective without you.
- Be mindful of what happens next with friendships and other spin-offs
- Show that you are delaying judgement (in some cases) by asking questions
- Allow them space to reflect on what they have just said or done
- Give them a chance to back-track: self-justify, own or modify their behaviour
- Be critical of behaviour and language, but not of individuals and so allowing the challenged child/person to still feel ok and be able to move on.
- Build a sense of empathy, co-operation and shared rules, linking back to ground rules at all times.
- Be firm and clear about diversity and rights and what is not acceptable. This should be supported by policy.
- Show upset and hurt if appropriate.
- Search for the personal, individual concerns which may lie behind their words or reflect prejudice.



## Challenging Prejudicial Language (a palette of responses)

Organisational response - the ground rules we agree at the beginning of the lesson said we would show respect to others. The school anti-bullying / behaviour policy is clear that homophobic language will not be tolerated. This school does not tolerate language like that.

Question - what do you mean by that? What makes you think that? Do you mean that as a compliment or an insult? Do you realise that what you said is homophobic? Would you feel happy if someone was talking like that about your sister or brother? Can you explain what you mean by calling that person ...?

Confront - language like that is not acceptable. You might not think that remarks offensive but many would. Let's talk about why people think like that.

Personal responses - I'm not happy with what you said. I'm really surprised to hear you using that type of homophobic language.

Use stories/scenarios as distancing techniques - to help find solutions to issues that have arisen within the group.

An example scenario:

Jamal is 5 and likes to play in the home corner. He sometimes wears nail varnish to school. Jamal comes in from break crying and another boy says to him "stop being such a sissy gay boy Jamal"

Organisational response - in this school, we try to be kind to everyone.

Questioning/exploring responses - what do you mean by sissy and gay boy? How do you think Jamal feels? How would you feel if someone called you names like that?

Confronting/challenging response - there is nothing wrong with crying. It is not sissy. It is just normal for boys to cry as well as girls. Boys can wear nail varnish if they want, just as girls can play football if they want. Gay is a word used to describe people who love people of the same sex, not a nasty word to use against people.

Personal responses - I'm really sad to hear you talk like that. I hoped you knew it is important to be kind to everyone.



## Support Agencies

## Appendix F

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk) 02077303300

[www.childline.org.uk](http://www.childline.org.uk) 080001111

[www.nspcc.org.uk](http://www.nspcc.org.uk) 08088005000

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk) 08088002222