

Thames Ditton Infant School

Anti-Bullying Policy

Written By: School Team

Approved By: Safeguarding & Wellbeing Committee

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Anti-Bullying Policy

At Thames Ditton Infant School, 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 and have an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned.

We recognise that bullying, especially if left unaddressed can have a devastating effect on individuals. It can be a barrier to learning and impact mental health and wellbeing.

Context

This policy needs to be read in conjunction with the school's Behaviour policy and Equality Policy. Good behaviour is encouraged throughout the school, praised and rewarded so that children are clear on what is expected of them. All adults working in the school are expected to be good role models.

A certainty, not severity approach is fostered for dealing with any negative behaviour choices.

Our policy is underpinned by the Equality Act, 2010 which incorporates the Equality Duty. (Please refer to our equality policy)

Within the Equality duty there are three aims:

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

Aims

- To promote a secure and happy environment for learning and playing
- To ensure a culture and explicit modelling of "Everyone is special, everyone is different, and everyone deserves respect"
- To ensure a fair, consistent approach is adopted by all staff in managing children's behaviour.
- To ensure children and parents understand the school's expectations of behaviour and approaches towards bullying.
- To involve parents and carers in the approach to resolving bullying.
- To ensure that all reports of bullying are taken seriously, investigated and recorded.

What is bullying?

The Anti-Bullying Alliance (ABA 2021) defines bullying as "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online". 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, homophobic or transgender bullying and when children with disabilities are involved.

Children learn through the whole school approach to PSHE, using the Jigsaw programme, that the three key features of bullying are:

1. It doesn't just happen once: it goes on over time and happens again and again.
2. It is deliberate: hurting someone on purpose, not accidentally.
3. It is unfair: the person doing the bullying is stronger and more powerful. (Or there are more of them.)

Bullying can be:-

- Physical
- Verbal
- Emotional
- Written: e.g. cyber bullying

And directed often towards a person with a perceived difference including:

- race
- disability
- gender
- religion or belief
- sexual orientation

- pupils undergoing or who have undergone, gender reassignment
- appearance

Bullying might happen between pupils outside of the school premises as well as within school premises. Teachers and the Headteacher have the power to investigate and discipline children for behaviour of children outside school, including cyber bullying.

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'. Children will learn through activities throughout the year¹, including during PSHE, Collective Worship and enrichment weeks, that we all have a responsibility to prevent bullying from taking place and how to respond to bullying should it arise.

What is not bullying?

It may not be bullying when two people have a fight or disagreement; this may be a simple friendship conflict. When a child falls out with a friend it can be very upsetting and both might say or do some unkind things but this does not always mean they are being bullying.

Signs of bullying (and other causes of emotional distress)

Personal: bruises, missing belongings, scratches, cuts, damaged clothes

Health: loss of appetite, stomach aches, headaches, soiling, bed- wetting

Emotional: losing interest in school, withdrawn, secretive, anxiety, unusual signs of temper, unwillingness to talk

Academic: concentration difficulties, damage to work

Procedures

Preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Thames Ditton Infant School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Proactive Strategies:

- Anti-bullying partnership within the school community
- Involvement in weekly PSHE lessons including Circle time activities
- National Anti-Bullying week in the autumn term
- Wellbeing Week
- Collective Worship
- Friendship bench
- Lunchtime activities led by PE coaches
- School values
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Pupil Panel
- ELSA support
- Parent information events/information
- Staff training and development for all staff
- Bubble cards and five finger check

Reporting a concern

At Thames Ditton Infant School, we encourage the children to talk to adults in school if they are being upset or hurt by someone else. This is reinforced through whole school assemblies, class circle times and the school safeguarding poster for children². Children have a bubble card in their tray which they can use when they need to speak to an adult about a concern and complete a 5 finger check to help them identify adults in school they can talk to.

Children at our school will:

- be heard
- know how to report bullying and get help
- be confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- be supported with steps to help them feel safe again

- be helped to rebuild confidence and resilience
- know how they can get support from others

All bullying concerns and follow up actions will be recorded on CPOMs and reported to governors as part of the behaviour report.

Investigating

At Thames Ditton Infant School we have developed a consistent approach to recording and monitoring bullying incidents and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated, and parents of all children involved will be informed.

When an incident is reported, the children involved are asked questions to find out why a problem has occurred, and the extent to which one or more children are responsible. Other children or adults who witnessed the incident are also questioned to find out or clarify what happened. During direct teaching of how to deal with a bullying concern, a flowchart is shared to outline what they can expect³. This includes:

Support

In order to support pupil wellbeing and address the bullying concerns, Thames Ditton Infant school will offer the following:

For the victim:

- Reassurance
- Time to talk with the class teacher and/or trusted adult in school
- Worry monsters
- Playtime and lunchtime support
- ELSA support where required
- Activities to restore self-esteem and confidence

For the alleged perpetrator:

- Discussions about behaviour choices
- Creating opportunities to make amends
- Regular check ins with trusted adult in school
- Support approaches as appropriate
- Referral to outside agencies if appropriate

For others involved:

- Additional class circle time
- Staff awareness of children to monitor

Our staff will:

- implement agreed procedures and deal with bullying in a fair and consistent way
- be aware of signs of bullying
- make regular references to anti-bullying through the curriculum and wider opportunities
- encourage children to use their bubble cards and five finger check
- respect all children as equally important irrespective of race, gender, class, ability or cultural heritage, valuing the importance of each child's individual self-esteem
- challenge racist, sexist and other discriminating comments and behaviour explaining why this is unacceptable behaviour
- listen without prejudice to all those involved in incidents
- investigate incidents as fully as possible
- take appropriate action following a disclosure of bullying
- inform parents of bullying incidents and the school's response to them
- communicate, consult and seek advice from colleagues where required
- work with parents to support behaviour
- set positive examples of the ways to look after each other and our school.

We ask parents to:

- encourage their children to tell staff at school immediately if they are ever hurt and upset

- communicate directly with the school if there are any concerns
- teach their children to reflect on their own behaviour as well as that of others
- encourage honesty
- work in partnership with school and share information appropriately
- adhere to GDPR – ie not sharing information about other children or families via social media or in conversation.

Appendices

School documents:

- 1 - Anti-bullying week half-termly foci
- 2- Safeguarding poster
- 3 - Reporting a concern flow chart

Appendix 1

Anti-Bullying Half Termly Foci

	Autumn 1: Being Me in my World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Changing Me
Links to learning in PSHE	Rights and responsibilities within class rules, choices and consequences.	Celebrating being unique, developing understanding of bullying and how to deal with it.	Celebrating our different talents, working cooperatively	Making healthy choices and the importance of looking after our wellbeing.	Different types of families, positive relationships, appropriate physical contact and people who can help.	Coping with changes and who can help, personal safety.
Enrichment	Friendly Friday	Anti-Bullying Week, Odd Socks Day World Kindness Day – 13 th Nov				Wellbeing Week
Activities	Class rules, Five Finger Check	Anti-Bullying Charter, Whole school anti-bullying display			NSPCC: The Underwear Rule	
Collective Worship	Qualities of friendship.	Anti-Bullying Week message and whole school community commitment to Anti-bullying. What is bullying and who can help?	Equality and celebrating our different talents.	Making positive choices in friendships. Reinforce what is bullying and who can help?	Promoting the importance of 'Connect' (Wheel of Wellbeing). Positive relationships and who can help me.	Promoting the importance of 'Connect' and 'Give' (Wheel of Wellbeing). Impact of loneliness and bullying on mental wellbeing.
Online Relationships	Online safety rules	Online relationships	Revise School internet safety Rules. Internet Safety Day		Email and kind messages	Email and online safety



At school we are happy and safe.



Adults look after us.



They listen to us.



Don't be afraid to tell.



A worry could be from home, school, online or somewhere else.



We can use our 5 finger check and bubble cards.

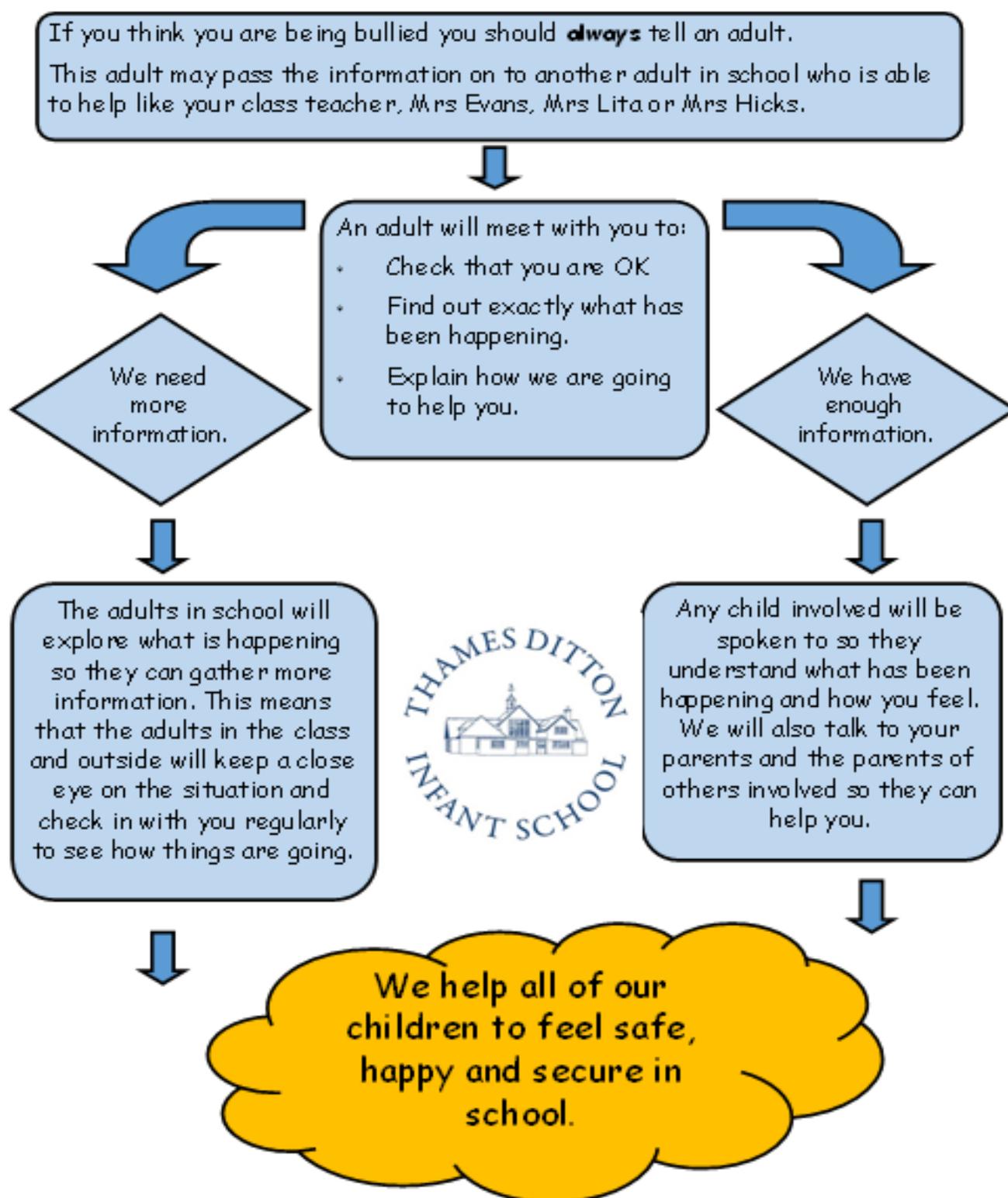


Telling someone can help.



Adults try to make things better.

Thames Ditton Infant School



Supporting National Documents:

Preventing and Tackling Bullying (July 2017) <https://tinyurl.com/ye2237kx>

Keeping Children Safe in Education (September 2021) <https://tinyurl.com/2p88thp7>

Working Together to Safeguard Children (July 2018) <https://tinyurl.com/46kdx5nb>

Cyberbullying Advice for Headteachers and school staff (Nov 2014) <https://tinyurl.com/2p89434u>