Barnes Farm Infant School

Building Futures Inspiring Success

Anti-Bullying Policy

MONITORING THIS POLICY

The Headteacher will monitor the application of this policy and take appropriate steps to ensure that it is operating effectively. This will be achieved through discussion and monitoring.

The policy will be reviewed by the Headteacher every three years to ensure its effective application and any issues arising will be raised on the School Development Plan and tracked accordingly.

Adopted by: The Headteacher on behalf of the Governing Body
Date Adopted: 8th December 2022
Reviewed: November 2023
Reviewed: 9th January 2024
Review Date: November 2024

Signed ……………………………Date ……………………

Anti-Bullying Policy

This policy supports the vision of Barnes Farm Infant School which is that everyone should have a right to live in an inclusive atmosphere, free from bullying and be treated with dignity. The health, wellbeing and emotional welfare of all children are of paramount importance and should be treated as such.

Protection from bullying and the right to attend education without fear is covered by a number of national legislative drivers and non-statutory guidance In particular, The Education and Inspections Act (2006) requires every school to establish measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Equality Act (2010) requires schools to eliminate unlawful discrimination, harassment and victimisation in relation to pupils who share a protected characteristic and therefore may be vulnerable to prejudice driven bullying.

The Ofsted inspection framework (2015) focuses on the 'Personal Development, behaviour and welfare' of children as one of its key judgements. Under this judgement, inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying. This includes how schools routinely gather and analyse school data to monitor incidents of bullying and evaluate the school's anti-bullying responsive and preventative strategies.

This policy reflects recommendations from Ofsted: The Framework for School Inspections 2015 and is consistent with the following national guidance:

DfES (2007) Bullying - A Charter for Action
DfES (2015) Working Together to Safeguard Children
DfE (2012) Behaviour and Discipline; Use of Reasonable Force; Screening, Searching and Confiscation.
DfE (2012) Preventing and Tackling Bullying

 Aims

The aims of our schools anti-bullying policy are to ensure that:-

- All children enjoy a safe and happy school experience at Barnes Farm Infant School.
- To raise the profile of bullying and the effect it has on children's emotional health and wellbeing, life chances and achievement.
- To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour.
- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident.
- To ensure that children are aware that bullying occurs in different forms i.e. Physical, Verbal, Indirect and Electronic / 'cyberbullying'.
  To respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary.
- To apply reasonable and proportionate disciplinary sanctions to children causing the bullying.
- To support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour.

- To safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effectives on their behaviour and self-esteem.
- To address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying.
- To identify vulnerable children and those critical moments and transitions when children may become more vulnerable to bullying and provide additional support/safeguarding when needed.
- To ensure all staff are trained and supported to enable them to model positive relationships.
- To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors.
- To provide a curriculum framework for Personal, Social, Health and Economic Education that includes learning about bullying, diversity, discrimination and personal safety.
- To ensure that our Community understands the importance of challenging inappropriate behaviours between peers.

What is bullying?

Bullying is recognised by Barnes Farm Infant School as being a form of child on child abuse; children can abuse other children.
- Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Bullying damages children's and young people's physical and mental health, including their self- confidence and ability to build and sustain relationships.
It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life.
Bullying causes harm to those who bully, those who are bullied and those who observe bullying. At Barnes Farm Infant School, we believe that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this Policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for children and young people.

What is bullying behaviour?
- It is deliberately hurtful behaviour
- It is difficult for those being bullied to defend themselves
- It is emotionally or physically harmful behaviour which is:
- Repetitive, willful or persistent
- Intentionally harmful, carried out by an individual or a group
- Based on an imbalance of power leaving the person who is bullied feeling defenseless'.

For the children at our school, the definition of someone who bullies is someone who:
- Kicks, hurts or punches someone over and over again

- Picks on someone every day
- Does not show respect to someone several times on purpose
- Makes somebody else sad or upset a lot of the time
- Says rude or unkind words or calls somebody names every day

Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up belongings; having property, clothes or belongings damaged; being forced to do something they do not want to do.

Verbal – by being teased in a nasty way; called names; insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

Indirect – by having nasty stories told about then; being left out, ignored or excluded from groups.

Electronic / 'cyberbullying' – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some Children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of Children. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted/ talented or academically able
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of looked–after children or otherwise related to home circumstances

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity.
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some Children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

Cyberbullying

When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep (but not to share until advised) any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  ▪ looking at use of the school systems
  ▪ identifying and interviewing possible witnesses
  ▪ Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  ▪ Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  ▪ Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
  ▪ Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.
  This may include:
  ▪ advising those targeted not to retaliate or reply.
  ▪ providing advice on blocking or removing people from contact lists.
  ▪ helping those involved to consider and manage any private information they may have in the public domain.

Recognising Signs and Symptoms

The school recognises the fact that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries

- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost'
- Starting to steal money or small items (to 'pay' the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse / G.P., YMCA or EWMHS.

Recognising reasons why Children may Bully

The school recognises the fact that children may show bullying behaviours for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

Implementing the Anti-Bullying Policy in our School

This Anti-Bullying Policy is set within the wider context of the school's overall aims and values. At Barnes Farm Infant School:

- We promote a healthy, safe and caring environment for all children and staff
- We provide a broad and balanced curriculum for all our children, having considered gender, ability, ethnicity, religion and culture
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community

- We provide sufficient information and support to enable our pupils to make safe choices
- Through an enriched curriculum, we provide pupils with opportunities to develop the necessary skills to manage their lives effectively
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood
- We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

Other school polices which support our Anti-Bullying Policy include those regarding Behaviour Management, PSHE, Equality, Inclusion, SEND, Safeguarding, Child Protection, Acceptable Use of ICT, Confidentiality.

At Barnes Farm Infant School, we have achieved Enhanced Healthy Schools Status, and continue to work towards developing and strengthening the children's understanding through activities such as our Health Champions and School Councillors.

The staff at Barnes Farm Infant School, believe that providing a safe and happy place to learn is essential to achieving school improvement, promoting equality and diversity, ensuring the safety and well-being of all members of the school community and raising achievement and attendance.

Barnes Farm Infant School has allocated specific responsibility for anti-bullying work to the school's PSHE Leader who will support the coordination of a whole school approach to managing this important issue. This leadership role on anti-bullying includes the following core elements:

- Analysing and evaluating data to inform policy development and practice.
- Co-ordinating anti-bullying curriculum opportunities
- Overseeing the effectiveness of the school's anti-bullying prevention and response strategies
- Supporting staff to implement the school's Anti-Bullying Policy and practice.

This role is further overseen by the Senior Leadership Team.

School Practice

There is an agreed staff response to incidents of bullying type behaviour:-
- always listen
- always hear both sides of an incident and talk through the feelings experienced
- always expect the perpetrator of physical or verbal aggression to apologise no matter the circumstance
- use a period of time-out to enable the pupil to think about what they have done and why it is unacceptable
- always use positive praise for supportive behaviour

Considerate and supportive behaviour is modelled by the adult members of the school community. There is a whole school policy of positive praise and support for caring behaviour.

This is demonstrated consistently by all staff members and encouraged through focused teaching opportunities.

- Circle Time, Class Council and School Council, Role Play, Drama and RE sessions are used to explore and model positive relationship situations.
- Assembly themes have been updated to reflect the needs of the children and present opportunities for exploring relationship difficulties and resolutions.
- All children are reminded of the three basic ways to behave in a situation that is upsetting them i.e.
    - Say 'Stop I don't like what you're doing' (if it continues)
    - Walk away
    - Tell an adult

To develop child to child support throughout the school and particularly at playtimes each Year 1 and Year 2 class selects two 'Friendly Owls' daily. These children wear a lanyard and are easily identifiable. Their role is to support other children who need a friend and to exemplify the considerate and supportive behaviour which is at the core of the school ethos.

Staff will deal with all incidents of bullying by following the actions outlined in the Behaviour Policy by following the guidance on the schools Behaviour Triangle. Where a persistent problem arises, the SENCO will meet with parents and a Personalised Support Plan may be decided upon to support behaviour.

Reporting Incidents of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Teaching and support staff who are trained in listening skills
- A designated Anti-Bullying Coordinator - Safeguarding Lead
- Trained learning mentor
- Wellbeing Mentor
- Regular opportunities to discuss bullying behaviour and ways to stop it

The school's incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in children are recorded and communicated to the whole school community via:

- The school's anti-bullying information on the website
- The school's prospectus
- The school's notice/information board
- The school's curriculum/open evenings for parents/carers.

Where a difficulty exists between pupils the class teacher will do their best to work through the difficulties within the classroom using activities such as circle time. They may feel it necessary to place them in separate work groups within the class. Advice is sought from outside agencies such as BCCS if it is deemed appropriate, and more focused 'Time to Talk' and social skills activities are run weekly for children who may struggle with friendships or positive relationships. All difficulties are shared with the Headteacher/Deputy Head and SENCO so that additional support can be monitored.

Monitoring and recording behaviour and relationship issues

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage. This system involves a log of all incidents (**see Behaviour Policy appendix for ABC reflection Forms**) where a child has received an 'orange' or 'red' warning which is then collated and analysed by the Headteacher, SENCO and Wellbeing Mentor. They will then take into account pastoral issues and look at ways that all involved can be supported. The school then uses the school's definition of bullying to assess situations as they arise and judge whether or not bullying has occurred or where a pattern of potential bullying behaviour may be developing. Persistent bullying would constitute as 'red' behaviour using the school behaviour triangle. Bullying behaviours will result in a meeting with parent/carers and possibly a Personalised Support Plan to support behaviour.

Making sure the person being bullied is safe and feels safe.
When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

Establishing and recording what happened by listening to the targeted child.
After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately either using the system above or by completing Section A of the Bullying Incident Report Form **(see appendix for Pink Log Bullying Incident Report Form)** where bullying has occurred. This will then be uploaded to CPOMS under the heading 'Pink Log – Bullying/Friendship Related'.
Details will include:

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied
- Date, time when parents/carers were informed.

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring**.** Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

A Restorative Approach

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused

- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

Use of Sanctions

Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned. This will involve recording what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the bullied person, the person doing the bullying and those that have witnessed the bullying ('bystanders').

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Policy, taking account of any special educational needs or disabilities that a child may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the child's disability or SEN and the extent to which they understand and are in control of what they are doing.

Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other child/children that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. As with the school's restorative approach, sanctions for bullying are intended to hold the child to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the child to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach.

The school will draw upon the school's Behaviour Policy and follow the system for sanctions, which includes:

- Involving the child in developing appropriate 'fair consequences' for those who have been involved in bullying
- Removing/ separating the child from other individuals or groups of children
- Removing/excluding child from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges such as Golden Time
- Encouraging the child to apologise, either by letter /drawing/ verbally

   The children believe that fair consequences would be:
   - Always asking them to say sorry
   - Reminding them of the School Rules and Owl Code

- Being kept in or losing playtimes
- Losing Golden Time
- Speaking to the child's parents so that they lose something they like doing for a while

Communicating with the whole school community

Where appropriate, the school will communicate to the school community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/carers.

Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped

Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped (these may be outlined in a Consentient Management Plan). The school does not assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought. The timing of this monitoring will depend on the agreed responsive approach.

If a child, parent or school adults feels that a pupil may be experiencing bullying behaviours, they will be logged in the 'Pink Log' (please see appendix). Fortnightly, the Wellbeing Team will meet with the pupil to see how they are feeling and this is recorded. If it is felt necessary, these meetings will take place weekly. This will allow SLT to monitor the situation. The pupil will not be removed from the Pink Log (monitoring) until the pupil, school and home agree for this to happen.

Working with Parents/Carers

Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's Bullying Incident Report Form. The school will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate.

The school takes parents/carers reporting bullying seriously.

Parents/carers are initially encouraged to refer their concerns to the class/ form teacher. The SENCO and/or Headteacher/Assistant Headteacher will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher/member of staff. Again, a record of the incident and the agreed actions/response made at the meeting will be recorded by the school and added to the school's Bullying Incident Report Form. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's Bullying Incident Report Form.

The school adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and another pupil have not been getting on very well' rather than 'your son/daughter has been bullying….' While the school firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, the school understands that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

The school ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

Guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in children and how to approach the school to register concerns/incidents and seek support is available via the School's website.

Following Up / Supporting and Monitoring

After following the school's procedures for responding to an incident of bullying, the school will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that children feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the school's strategies include problem solving processes, which enable on-going situations to be disentangled and explored, and help to reveal underlying issues. Many of the following strategies involve active participation from children and involve them helping themselves and each other. Some strategies form part of the school's anti-bullying preventative work. Our strategies include:

- Providing opportunities for class Circle Time where children can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for children to take turns, if they choose to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem-solving way.

- Accessing support from external agencies and professionals including educational psychologists, Child Mental Health Service (EWMHS), Specialist Teaching Services, Race Equality and Diversity Services.

- Providing opportunities for children who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness,

listening, negotiating and empathising with others. (Ginger Time to Talk Group, Owlets Nurture Group)

- Providing supportive and nurturing structures such as a 'Circle of Friends' for identified vulnerable individuals.

Prevention

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- Implementing an effective school leadership that promotes an open and honest antibullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Policy
- Implementing a whole school approach to the teaching of PSHE
- Ensuring that the school's anti-bullying statement is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- Providing a School Council and regular Circle Time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as playground buddies/Friendship Benches, learning mentors
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying though whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing publicity including information leaflets for children and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help
- Providing social skills groups for vulnerable individuals and groups
- Providing cross year group family/house systems or mixed age group activities to allow children from different age groups to socialise and support each other
- Providing a transition programme to support children moving across year groups and key stages i.e. into the Juniors
- Ensure robust reporting and monitoring when a situation has arisen

Delivering the Curriculum for Positive Relationships and Anti-Bullying in our school

The school acknowledges the role of the PSHE curriculum in preventative work on bullying. The PSHE curriculum supports the development of children's self-esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for

children to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

BFIS have adopted the CoramLife SCARF curriculum in which learning related to the following is covered:

Me and My Relationships	Being My Best	Valuing Difference
Keeping Myself Safe	Rights and Responsibilities	Growing and Changing

Work on bullying as part of the PSHE curriculum is taught through:

- Designated lesson times/focussed events/ health week
- Other curriculum areas such as Citizenship, Religious Education, PSHE
- Enrichment activities

See the school's PSHE Policy for further detailed information on curriculum planning, teaching methodologies and teaching resources.

We have also adopted the NSPCC 'Speak Out, Stay Safe' programme in which learning related to bullying, diversity and difference is covered within assemblies and discreet teaching sessions. This is promoted as part of our whole school ethos with the following:

NSPCC – Speak Out, Stay Safe

Our children at BFIS know that children know they have the right to:

- speak out and be heard
- be safe
- get help when they need it

They know that the following things are NOT OK!

- Hitting
- Hurting children's feelings
- Privates are private
- Not being looked after properly at home
- Bullying
- Hurting online

We pride ourselves on being a 'Telling School' and teach the children that to stay safe and happy, they must share any worries with a trusted grown–up. We promote to children that if they have any worries, we are more than happy to help and give advice. Parent/Carers are encouraged to contact the Owlets Wellbeing Team via our BFIS Wellbeing phone so that we can support promptly.
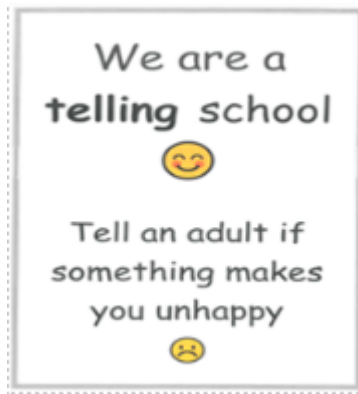
Children's Consultation and Participation

The school considers listening to the voices of children and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The school regularly audits the way in which bullying is being addressed which includes, listening to children and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Children are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the school's Anti-Bullying Policy and practice and engaging in initiatives to support an anti-bullying ethos in school. children actively participate in:

- Identifying when and where the bullying happens
- Making decisions about how to address and tackle bullying
- Reviewing the development and delivery of the taught curriculum focusing on aspects of bullying and discrimination
- Learning how to play an active role in challenging bullying such as engaging in peer support schemes such as buddying, mentoring and mediating.

The school adopts a number of democratic methods/systems for promoting pupil consultation including:

- Class and school councils and assemblies
- Active learning and interactive learning techniques included in PSHE such as mind mapping sessions, role play, puppets, group work
- Surveys including questionnaires,

Monitoring and Evaluating the Anti-Bullying Policy

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review is coordinated by the SLT / school anti-bullying strategic leader / lead anti-bullying governor and involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The school regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children, and places and times where bullying may be occurring. Other informative data includes:

- Parental complaints to the school regarding bullying
- Exclusion data relating to bullying
- Risk assessment for children who exhibit inappropriate or harmful behaviours
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- Outcomes achieved as part of the school's work on promoting children's wellbeing
- Information contained in School Development Plans.

The results of the review are used to inform areas for school development, which are included in the School Development / Improvement Plan and other appropriate actions plans.

Appendix 1 - **Useful Links and Supporting Organisations**

The following links may provide additional support to children, staff or families.

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
• Childline: www.childline.org.uk
• Family Lives: www.familylives.org.uk
• Kidscape: www.kidscape.org.uk
• MindEd: www.minded.org.uk
• NSPCC: www.nspcc.org.uk
• PSHE Association: www.pshe-association.org.uk
• Restorative Justice Council: www.restorativejustice.org.uk
• The Diana Award: www.diana-award.org.uk
• Victim Support: www.victimsupport.org.uk
• Young Minds: www.youngminds.org.uk
• Young Carers: www.youngcarers.net

Cyberbullying
• Childnet: www.childnet.com
• Internet Watch Foundation: www.iwf.org.uk
• Report Harmful Content: https://reportharmfulcontent.com/
• UK Safer Internet Centre: www.saferinternet.org.uk
• The UK Council for Internet Safety (UKCIS):
www.gov.uk/government/organisations/ukcouncil-for-internet-safety
• DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
• DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND
• Changing Faces: www.changingfaces.org.uk
• Mencap: www.mencap.org.uk
• Anti-Bullying Alliance Cyberbullying and children and young people with SEN and
disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-
groups/sen-disability
• DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-
0-to-25

Race, Religion and Nationality
• Anne Frank Trust: www.annefrank.org.uk
• Kick it Out: www.kickitout.org
• Report it: www.report-it.org.uk
• Stop Hate: www.stophateuk.org
• Tell Mama: www.tellmamauk.org
• Educate against Hate: www.educateagainsthate.com
• Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+
• Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
• Metro Charity: www.metrocentreonline.org
• EACH: www.eachaction.org.uk
• Proud Trust: www.theproudtrust.org
• Schools Out: www.schools-out.org.uk
• Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying
• NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
• Ending Violence Against Women and Girls (EVAW):
www.endviolenceagainstwomen.org.uk
• Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
• Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
• Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual
• Childnet Project DeShame (Online Sexual Harassment and Bullying):
www.childnet.com/our-projects/project-deshame

Barnes Farm Infant School

Building Futures Inspiring Success

Pink Log

All children in the Pink Log are checked upon regularly on a weekly basis.

Any child that reports an alleged incident of bullying should be referred to the Wellbeing Mentor/SLT in order for it to be recorded immediately.

If a parent approaches a member of staff to report an alleged incident of bullying, they will be referred to Wellbeing Mentor/SLT.

The Wellbeing Mentor will speak to both parties involved (usually separately) to point out the seriousness of bullying. The true meaning of "bullying" is also discussed so all involved understand the definition.   The Wellbeing Mentor will introduce Owlets as a safe space for children to talk about how they are feeling.

"Bullying" will usually stop immediately however, victims are kept in the Pink Log and monitored regularly until they are confident that they are no longer a victim.

When a child is exited from the Pink Log they are reminded that they can come back to the Owlets room at any time. Should any incidents re-occur and a pupil feels they are being "bullied" again, they will be re-entered into the Pink Log and regular monitoring will resume.

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DATE……………………………….. <u>PINK LOG</u>

Name of Child who has reported the incident	
Class and Year Group	
Class Teacher	
Parent/Carer Details	

Name of Child who has allegedly caused the incident	
Class and Year Group	
Class Teacher	
Parent/Carer Details	

<u>Type of Allegation (please highlight those that apply)</u>

Physical   Verbal   Indirect   Electronic/'Cyberbullying'

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted/ talented or academically able
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of looked–after children or otherwise related to home circumstances

<u>Evidence Attached (please highlight those that apply)</u>

Child Views   Parent/Carer Views   Staff Views

Details of alleged incident:

PINK LOG

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Actions Taken

Name of Staff Member supporting with incident	
Date to be reviewed	
Actions before review	
Staff informed	

Appendix 4 – Review Notes

Barnes Farm Infant School

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Date	Actions	Comments

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Pink Log – Child's Views/Account

Child Name:

Date:

Child's Views

Pink Log – Parent/Carer's Views/Account

Child's Name:

Parent/Carer Name:

Date:

Parent/Carer's Views

Pink Log – Staff Views/Account

Child's Name:

Date:

Staff Account of Incident: