

Bromley Heath Infant School

Anti – bullying policy

Author/Person Responsible	Abigail Perry-Hodge
Date of Ratification	May 2025
Review Group	Curriculum Committee
Ratification Group	As above
Review Frequency	1 year
Review Date	May 2026
Related Policies	
Chair of Curriculum Committee Signature Signed _____	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:		DATE:	May '25
EIA CARRIED OUT BY:	K Harris	EIA APPROVED BY:	A.Perry-Hodge

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Race		X
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender identity		X
Sexual orientation		X

Any adverse impacts are explored in a Full Impact Assessment.

Anti – bullying policy

Everyone has the right to feel safe, valued and respected within our school community. We have a whole school approach to staff training, promoting a value driven ethos, adherence to our clear policies and an effective Personal, Social and Health Education (PSHE) using the Jigsaw teaching programme, we which supports our anti- bullying policy.

Definition.

We explain to the children that bullying is when someone (or a group of people) picks on you, hurts you, calls you names, threatens or says nasty things about you, takes your things and friends away ***and keeps on doing it***, making you feel frightened and/or unhappy.

It can be:

Physical - hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.

Verbal - name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down, etc.

Emotional/psychological - excluding someone from a group, humiliation, creating a feeling of danger, etc.

Sexual - sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact, etc.

Electronic - bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites, etc.

'Prejudice -based – any of the above linked to a child's race/ culture or religion, disability, gender/ sexual orientation (actual or perceived),

All of the types of behaviour listed above are unacceptable and will not be tolerated at this school.

Aims

The Governors and staff at Bromley Heath Infant School believe that bullying damages the way people feel about themselves, lowers self-esteem, increases fears for safety and may affect their life as they grow up. It is an aim for everyone to:

- Not be scared to come to school
- Feel able to trust one another
- Expect people to be kind
- Not be made fun of
- Not be made sad
- Have friends
- Feel safe

Anti-bullying measures

The following measures will be taken to create a culture where mutual respect and high self-esteem combat bullying:

- i. Explicitly taught PSHE Jigsaw units which address peer relationships, racism and homophobia, transphobia, bullying and who to go to report any incidents.
- ii. An annual anti-bullying week and regular references to respecting others and kindness in assemblies.
- iii. Combating cyber-bullying explicitly taught in the Computing Scheme of Work and E-Safety
- iv. The work of the School Council in bringing pastoral concerns to the attention of the SLT.
- v. The use of the buddy bench in the playground is encouraged to support children.
- vi. CPD on identifying and combating bullying for all staff.

- vii. Behaviour policy, relationships policy, child protection policy and procedures, SEN guidelines and school aims.

Guidelines

- Bullying is always dealt with seriously and promptly.
- The children are taught to be assertive, considerate and confident through PSHE in Jigsaw units so that they are more able to avoid and respond appropriately to inappropriate behaviour.
- A preventative approach to all negative behaviour is used, such as evolving positively phrased classroom rules and reinforcing the positive way to respond in a situation by using for example 'thank you for sharing' rather than 'don't snatch'.
- Respectful- behaviour will be recognised and rewarded.
- Children must always feel that they have been listened to and that appropriate action has been taken.
- A 'Buddy Bench' operates in the playground. Children are encouraged to use it.
- Exclusive 'clubs' or 'gangs' of any type are not allowed at Bromley Heath Infant School as these may lead to inappropriate play. If children are found to be operating in 'clubs' or 'gangs' they should be reminded of this ruling.
- All staff should note changes in children's behaviour that may be caused by bullying and monitor and investigate further.
- Through our open door policy, parents and carers will always be encouraged to report changes in the child's behaviour or the occurrence of suspected bullying to the class teacher or Headteacher.
- Any misuse of digital technologies will not be tolerated and discussion with parents held.

Procedure for incidents involving bullying

If bullying involving children has been reported or discovered the following procedures will be followed:

1. If bullying is suspected or reported, a member of staff will discuss the incident with the victim and ascertain whether bullying has indeed taken place (as defined by this policy) or whether the child has been upset by a breach in the Golden Rules, which can be dealt with in accordance with the school Positive Behaviour Policy.
2. Once an incident of bullying has been established, a clear account of the incident/s will be recorded and given to the head teacher / deputy head teacher. The head teacher will record details on CPOMs
3. The head teacher / deputy head teacher will use the "Guidance of Shared Concern' (Appendix 1) to attempt a resolution where the "bully/s" empathises with the feelings of the victim and agrees to alter their behaviour. This will be considered a notice to stop, where the perpetrator can alter their behaviour without sanction in addition to those applied for breaches in the school's rules. Parents will be informally informed at this point, usually by phone, to reassure them that the matter is being resolved.
4. Should further incidents occur, all children involved will then be re-interviewed and the parents of both parties informed. Should conflicting reports of the incident be reported, the Head teacher will determine what has occurred. At this point, sanctions may be applied to the perpetrator/s in line with the school's Behaviour Policy.

1. This policy should be read alongside policies for:
 - i. Positive Behaviour Policy
 - ii. Equal Opportunities
 - iii. Child Protection
 - iv. Inclusion
 - v. SEN

- vi. Health and Safety
- vii. Play
- viii. Disciplinary and Grievance
- ix. LA Procedures
- x. Online safety policy

Appendix 1

Method of shared concern

Three phases:

Phase 1: individual discussions. To reach agreement that the student concerned is having a bad time in school and agree individual action.

Phase 2: follow up a week later. Follow up to find out about effectiveness of individual action to celebrate success and, if appropriate, set new targets.

Phase 3: half hour group meeting - to establish long term change.

Conflict is most easily resolved when the people in conflict have a sense of long term future together

Individual discussions:

1. Welcome the student into the room.
2. Establish a non-punitive, relaxed atmosphere
3. Remain neutral and calm
4. Say "Tell me what has been happening with X." Let the student talk. Avoid closed questions. Don't question if they complain about the bullied student.
6. Say "So, it sounds like x is having a bad time in school." As soon as they agree move onto step 7. If they say it's his/her fault, still point out that they are having a bad time.
7. Say "I was wondering what you could do to make things better for x." Accept suggestions. Don't bargain or question. Don't discuss how.
8. Say "OK, I'll see you next week to find out how you are getting on."

Most common suggestions include:

- I'll stick up for him/her
- I'll stop bullying him/her
- I'll be friends with him/her

Use this method on the main protagonists initially and see what results you get and the effect this has on less involved individuals.

The art of it is to say as little as possible but listen to the child's responses.

Actions staff can take

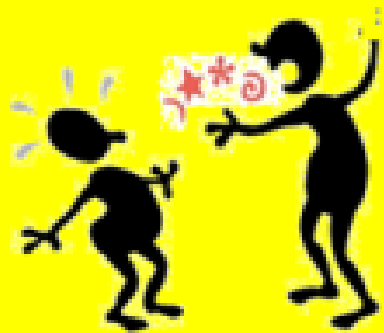
- Always take bullying seriously.
- Make sure you manage your relationships with pupils assertively rather than aggressively.
- Talk regularly and frequently with pupils about bullying and what action they can take if they encounter it.
- Encourage pupils to tell an adult if they are being bullied or if they know someone is being bullied.
- Be vigilant for signs of bullying. Always investigate if you suspect a child may be being bullied, or refer concerns to line manager – class teacher, Headteacher and involve all staff who are dealing with the children.
- Be prepared to respond quickly and appropriately when you find out that someone is being bullied.
- When investigating a bullying situation, remember that bullying is usually carefully hidden and difficult to detect. A pupil who is directly accused of bullying may vigorously deny their involvement. It can be hard to establish facts. A problem solving approach (Circle of Friends), which avoids blaming, can be more effective in clarifying the situation and in achieving change.
- Take action if you know bullying is occurring. Involve parents at an early stage. Follow up to ensure the bullying has not resumed.

Actions parents can take (for children who are bullied or are bullies)

- Find out about the school anti-bullying policy.
- Talk to your child about school regularly (avoid asking leading questions).
- Listen carefully to what your child tells you.
- Be alert to changes in mood or behaviour related to school.
- Stay calm even if you are concerned and try to keep a balanced view.
- Make an appointment to discuss any concerns with the school as soon as possible, to develop joint strategies for dealing with concerns.
- Give the school time to address the concerns.
- Reassure your child.

What is bullying?

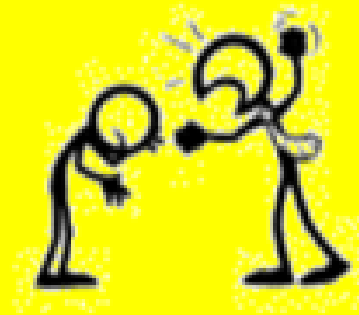
Bullying is when someone (or a group of people):



Says unkind
things



Hurts you



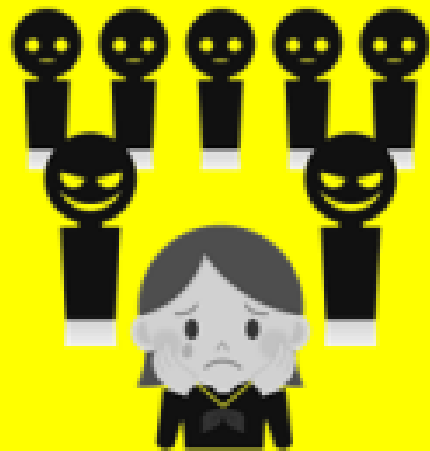
Threatens you



Takes your
belongings



Sends unkind
messages



Stops People
being friends
with you.

and does any of these things more than once.

**If you think you are being bullied
tell a teacher, someone at home or an adult you trust.**



What happens when you tell an adult ?

1. The adult will ask you what has happened and will decide if it is unkindness or bullying.

2. If someone has been unkind to you to once, your teacher will tell that person not to do it again and they may have to miss some playtime.

3. If someone has been unkind to you more than once your teacher will tell Mrs Perry-Hodge or Mrs Harris.

4. Mrs Perry- Hodge or Mrs Harris will speak to you and find out about what has been happening and what you would like to happen to make things better.

5. They will speak to the person who has been bullying you and tell them to stop.

6. Mrs Perry-Hodge will speak to your parents and let them know what has happened and what the teachers are doing to make things better.

7. Mrs Perry- Hodge or Mrs Harris will keep checking that things have got better over the next few weeks.