A logo of a school

Description automatically generatedA white house with blue border

Description automatically generatedAnti Bullying Policy

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| Reviewed By | SNF |
| Approved By | SNF LGB |
| Meeting at which policy was approved | 25.09.24 |
| Next Review Date | September 2026 |

**What is bullying and how does it differ to relational conflict?**

At Aslacton Primary and Manor Field Infant and Nursery Schools, we have adopted the definition of bullying provided by the Anti-Bullying Alliance: “Bullying is 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.” We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

**What does bullying behaviour look like?**

We consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will consider the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved. Bullying behaviour may include, but is not limited to:

This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
| --- | --- |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Prejudice-based and discriminatory, including:   * Racial * Faith-based * Gendered (sexist) * Homophobic/biphobic * Transphobic * Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

**Procedure when Bullying takes place**

1. A member of SMT will be verbally informed of the incident immediately, either in person or by telephone.
2. They will attempt to de-escalate the situation.
3. They will talk to all parties involved.
4. They will decide as to whether a suspension or exclusion needs to take place or whether a restorative approach is more appropriate. This may include the parents of all parties involved.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school’s responses may include, but may not be limited to:

• Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses

• Talk to the parents (of the target and/or the alleged perpetrator)

• Implement appropriate sanctions in accordance with our school’s behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable

• Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate

. Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator)

• Monitor the effectiveness of actions taken and reassess/take more actions if appropriate

• Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns

**Preventative Measures**

Our PSHE curriculum – children are taught to respect one another and discuss and reflect the effect of bullying on others.

RESPECT is also one of our 6Rs of Learning Behaviours and is referred to in planned collective worship assemblies and in the everyday life of the classroom.

Be Kind is our first school rule.

**Strategies for preventing bullying**

We are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

• Active school council with representatives from each year groups

• Taking part in Anti-Bullying week annually (November)

• Taking part in Safer Internet Day annually (February)

• Robust R(S)HE curriculum for all year groups

• Specific curriculum inputs for online safety and cyberbullying

• Opportunities for pupils to share their voice and opinions – through surveys etc.

• Inclusive displays throughout the school with a diverse range of work, photographs etc.

• Inclusive toys and books throughout the school raising awareness of and celebrating differences

• Positive Play / Therapeutic intervention support / Lego therapy / Emotional literacy passport

• Specific interventions for identified individuals or groups

• All staff model expected behaviour