



# Anti-Bullying Policy

Approved by the Governing Body

Spring 2025

At Larkfields Infant School we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. This is covered through our Be Safe Value.

We want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

### **Roles and responsibilities**

**The Head teacher** - Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The responsibilities are:-

- Policy development and review involving staff, governors and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff
- Coordinating strategies for preventing bullying behaviour

### **Definition of Bullying**

**'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is often motivated by prejudice.'**

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.

- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

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 hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

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'.

Why are children and young people bullied?

Specific types of bullying include:

- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

## Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGBT+. It is also used to refer to something or someone as inferior.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

## Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

## Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

Bullying can take place between:

- young people
- between staff
- individuals or groups

## Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people); this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- If children feel they are being bullied, they must tell an adult; their class teacher, the teacher on playground duty, a midday supervisor, the Head Teacher or any adult in school with whom they feel comfortable. The importance of this is stressed in assemblies and PHSE lessons.
- If a member of staff feels that they are being bullied, in the first instance they should see the Head Teacher. If they do not feel comfortable speaking to the Head Teacher, or it is the Head Teacher who they are accusing of being the bully, they should speak to the Chair of Governors, George Marshall or the Vice-chair of Governors, Laura Radford.
- If parents have concerns, they should in the first instance see the class teacher - minor issues are sometimes easily resolved once they are out in the open. More serious and persistent problems need to be reported to the Head Teacher.

## Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures. They will:-

- Interview all parties
- Inform parents
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident but send out a message that bullying is unacceptable
- Follow up, especially keeping in touch with the person who reported the situation, parents/carers. This includes having a clear complaints procedure for parents who are not satisfied with the schools actions
- Using the EHAF process where appropriate to involve other agencies who may be able to support.

## **Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the headteacher on MyConcern.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify any trends and inform preventative work in school.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated annually.

## **Strategies for preventing bullying**

As part of our on-going commitment to the safety and welfare of our pupils we at Larkfields Infant School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:-

- Recognition of Anti-Bullying week annually in November.
- PSHE lessons and cross curriculum.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- School council
- Support for all school staff through staff training and development for all staff including those involved in lunchtime and before and after school activities

## **Links with other policies and why**

<b>Policy</b>	<b>Why</b>
<b>Behaviour Policy</b>	<b>Rewards and sanctions</b>
<b>Safeguarding Policy</b>	<b>Child protection</b>
<b>Acceptable use policy</b>	<b>Cyberbullying and e-safety</b>
<b>Equalities policy</b>	<b>Prejudice related crime(homophobia, race, religion and culture and SEN/disability</b>
<b>PSHE</b>	<b>Strategies to prevent bullying</b>

## **Useful organisations**

**Anti-bullying Alliance (ABA) - [www.anti-bullying.org](http://www.anti-bullying.org)**

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

**Mencap** - [www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

**Stonewall** - [www.stonewall.org.uk](http://www.stonewall.org.uk)

The lesbian, gay and bisexual charity

**Educational Action Challenging Homophobia (EACH)** - [www.eachaction.org.uk](http://www.eachaction.org.uk)

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**School's Out** - [www.schools-out.org.uk](http://www.schools-out.org.uk)

**Beatbullying** - [www.beatbullying.org.uk](http://www.beatbullying.org.uk)

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

**Childnet International** - [www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

## **References Documents and Related Policy/Guidance**

### **National Documents**

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools - DCSF-00656-2007

Homophobic bullying - DCSF - 00668-2007

Cyberbullying - DCSF - 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities - DCSF 00372-2008

Cyberbullying - supporting school staff -Cyberbullying - A whole school community issue  
- [www.education.gov.uk/publications](http://www.education.gov.uk/publications)

