Reinwood Infant and Nursery School
Anti-Bullying Policy
(Reviewed Annually)

Reviewed September 2021.	**Reviewed September 2022.**
Reviewed September 2023.	**Reviewed November 2024**
Reviewed November 2025	
Next Review November 2026	

Introduction

At Reinwood Infant & Nursery School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

We are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any case of bullying should be a priority to ensure the safety and well-being of our pupils. We also aim to support the victims of bullying behaviour and help those who bully to acknowledge and deal with their problems.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it

At Reinwood Infant and Nursery School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff, students and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering or is likely to suffer, significant harm.' Where this is the case, the school staff should report their concerns to their local authorities' children's social care.

This policy is closely linked to our Relational Policy, Our Safeguarding policy, Keeping Children Safe in Education, Online-Safety, RSE Policy, our school Codes of Conduct, and links closely with our Rights Respecting School and the school's Vision, Aims and Values.

Development

This policy has been developed following the DfE Publication 'Preventing and Tackling Bullying' published in 2017 and supporting documents, Keeping Children Safe in Education, and through discussion with pupils, staff and Governors within our school.

Principles

It is the responsibility of the Governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

We value pupils developing 'respect for others resulting from kindness, trust and honesty whilst becoming resilient individuals who are responsible for their own and the safety of others' (Our School Values).
The four guiding principles of the Early Years Foundation Stage underpin our Anti-bullying Policy from the moment a pupil enters our school, and throughout their time at Reinwood Infants and Nursery School. They are:

- Every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured
- Pupils learn to be strong and independent through positive relationships
- Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong parentship between practitioners and parents and/or carers
- Pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

We promote an atmosphere of openness, trust and support in which all children feel they can report any bullying-type behaviour to an adult and situations are dealt with on a factual basis, with sensitivity and fairness by all adults concerned.

Bullying Definition

At Reinwood Infant & Nursery School, we discuss what bullying is, as well as incidents we wouldn't describe as disagreements rather than bullying, with all pupils through assemblies and PSHE lessons.

We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts, causes harm or distress to another individual or group
- Bullying can be physical hurting, name calling, nasty looks or leaving people out etc
- Bullying usually happens when the relationship is imbalanced
- Anyone can be a perpetrator of bullying and similarly anyone can be a victim of bullying

Bullying is recognised by Reinwood Infant & Nursery School as being a form of child on child abuse: children can abuse other children.

- Abuse is abuse and 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 just 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.

What does bullying look like?
There are numerous different ways bullying can happen, which include, but are no means limited to:

- **Physical bullying:** is intentionally causing pain or distress using physical actions. This can include things like hitting, kicking, punching or tripping up etc.

- **Emotional bullying:** is intentionally causing harm through how someone is treated emotionally. This can include things like excluding from groups, humiliating, or intimidation.

- **Cyber-bullying:** is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward the content.

- **Generative artificial intelligence (AI):** is intentional causing harm by using devices to create hoaxes. The use of Artificial intelligence (AI) tools is now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Reinwood Infant and Nursery School recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

- **Verbal bullying:** is intentionally causing harm to someone using words and the things that are said to that person. This can include name calling and teasing.

- **Indirect bullying**: can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material.

- **Racist bullying**: this refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised, and excluded, powerless or worthless because of their colour, ethnic culture, faith community, national origin or national status.

- **Homophobic, Biphobic and Transphobic bullying:** is behaviour or language which makes a young person feel unwelcome or marginalised because of their actual or perceived sexual orientation. People perceive that you have a particular sexual orientation and/or gender identity because you fit LGBTQ+ stereotypes.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities.
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs and Disabilities (SEND)
- Children from Ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an additional language.
- Children who are from LGBTQ+ families or are or perceived to be LGBTQ+ themselves.
- Those that suffer from health problems, including mental health.

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping our incidents in our school to a minimum. Through assemblies as well and PSHE lessons and displays/posters, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that they or someone else is being bullied. We have trained

Wellbeing Warriors and Playground Champions in Year 2 who encourage and instigate play and games with groups of children in the playground. This is overseen by staff who also lead games and encourage children to play together. We carry out activities during anti-bullying week to further raise the awareness of good friendships.

There is a multi-agency approach in combatting bullying, working with other outside agencies when necessary. Reinwood Infant and Nursery school believes it is the responsibility of the whole school community including parents in setting examples of model behaviour.

Signs of Bullying
Staff should be vigilant in looking ou=t for signs of bullying or other child protection issues including:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, feeling sick, bedwetting
- **Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no apparent reason, lack of confidence, headaches and stomach aches, signs of depression
- **Behavioural:** asking for parents to walk into school with them, wanting to stay with parents, being clingy, asking for money, wanting to walk a different way to school/home, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, increased school absences.

Procedures and Practises
We have a broad and balanced curriculum that raises the awareness of the nature of bullying and of its effects and suggests ways in which we can tackle it as a caring community via:

- PSHE lessons (Jigsaw):
- Lessons in other subject areas, as appropriate.
- Assemblies
- Issues brought to school council and the Wellbeing Warriors
- Individual / Group work with the Wellbeing/Nurture Manager
- The use of creative learning through, for example, art, music, poetry, drama and dance, to develop understanding of feelings and enhance pupils' social and emotional skills.
- Theme weeks such as Anti-Bullying week.

ALL adults in school will ensure that they will LISTEN to children's fears and concerns in a respectful manner and act appropriately. The school will ensure that there is always adequate supervision of children, particularly at less structured times of the day, and that children known to have acted as bullies are seen to be prevented from continuing in their behaviour by spending time with adults to reflect on their behaviour.

Listening to Children
It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child.
- Take them seriously.
- Show empathy.
- Let them know it's not their fault.
- Avoid stereotypes.
- Reassure them they were right to tell you.
- Follow our procedures for reporting concerns.

Remember

- Bullying can have a huge negative impact on children – in the short and long term.
- Be on the lookout for signs of bullying and be aware of who might be more vulnerable.

- Report any concerns you have.
- Take prejudice-based bullying seriously and listen to children affected by it

School Rules / Code of Conduct
Our school rules are regularly promoted in the day-to-day life of our school, assemblies and displayed throughout the school. Through pupils following these rules, and staff being role models and reinforcing them, bullying should be unlikely/very rare.
Our rules are as:

1. We treat everyone with kindness and respect
2. We keep everyone safe
3. We work hard and we do our best
4. We are honest and we tell the truth
5. We look after our things and our school.

These rules can be seen threaded through Our Code of Conduct:

- Be kind, helpful and polite to others
- Be respectful of others,' their opinions, feelings and property
- Respect everyone's right to speak and be heard
- Work quietly to avoid disturbing others
- Care for the school environment and those in it by being tidy, clean and organised
- Use materials and equipment safely and as it should be used
- Move around the school and grounds safely and sensibly

Relational Policy
Our relational policy is written to develop strong positive relationships between peers and staff members so that there are less incidents of inappropriate behaviour and positive behaviour is promoted.

Responding to Bullying
The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- All cases of alleged bullying should be reported to the Headteacher / Deputy Headteacher, senior member of staff or Emotional Wellbeing Manager. A DSL must be informed especially where there may be a safeguarding issue.
- In any case of alleged bullying, either the class teacher, the Headteacher/ Deputy Headteacher, senior member of staff or Emotional Wellbeing Manager should first establish the facts and build an accurate picture of events over time through speaking to the alleged perpetrator(s), victims(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.
- If the allegation of bullying is upheld, the Headteacher should seek to resolve the situation in a positive way. The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.
- A clear and precise account of all bullying incidents must be recorded.
- Senior staff members will speak with and inform other staff members, where appropriate.
- Parents of both parties should be informed of concerns and actions taken, as appropriate and in line with child protection and confidentiality policies.

- If the situation does not improve, the Headteacher should meet with the parent(s) of the bullying child(ren) and agree clear expectations which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Incident Reporting on CPOMS
Incident reporting needs to pay attention to language used, which needs to be reported accurately. Staff need to be aware of what discriminatory language is and record incidents as such.
Who was involved?
Include the name of the victim and instigator to identify and monitor patterns previously and in the future.
Where did the incident take place?
Actual location of the incident on the school site so patterns can be identified and areas that staff may need to monitor closely.
When did it take place?
Date/time of incident so patterns can be identified.
What was said? What happened physically?
Record the specific language used, even if this is offensive and any physical actions.
What action will you take/has been taken?
To record the action taken not just the consequences e.g. explaining to the instigator why it was wrong to use the language/physical action they did, and support for the victim.
Review Systems
Having a named person review the incident and look for the patterns e.g. students needing support or their behaviour addressing.

Monitoring and Review
The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

Any issues identified will be incorporated into the school's action planning.

The Headteacher will be informed of bullying concerns, as appropriate.

The named Governor for Safeguarding will report on a regular basis to the governing body on incidents of bullying, including outcomes.

This policy cannot stand alone. It has links with:
- Safeguarding and Child Protection Policy
- KSCIE
- Relational Policy
- Home-School Agreement
- RSHE Policy
- Race, Equality and Diversity Policy
- Online Safety Policy