



## Trumps Green Infant School

### Anti-Bullying Policy

***Trumps Green Infant School is committed to safeguarding, child protection and promoting the welfare of children and young people. We expect all members of the school community including staff, parents, carers, volunteers and governors to demonstrably share this commitment***

#### **Introduction**

At Trumps Green Infant School, there is an ethos of respect and inclusion for all individuals across the school community.

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children and young people and other partners (extended schools, visiting external providers in school). Pupils contribute to the development of the policy through the school council, circle time discussions, assemblies and the Values Curriculum including British Values.

#### **Aims and Objectives, Roles and Responsibilities**

At Trumps Green Infant School, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We expect all pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying and child on child abuse. We also want them to feel confident to seek support from school should they feel unsafe and that their concerns will be dealt with promptly and effectively.

The Headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies as well as appointing an Anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Co-ordinators in our school is Miss Morris.

Their responsibilities are: -

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies as necessary.
- Implementing the policy and monitoring 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 co-ordinating training and support for staff and parents/carers where appropriate.
- Co-ordinating strategies for preventing bullying behaviour.

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is Helen Otter as our Safeguarding Governor.

#### **Definition of Bullying**

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual either physically or emotionally'. Safe to Learn: embedding anti bullying work in school (2007).

The School Council have developed an anti-bullying leaflet, which has been shared with the children. This is available on our website.

Bullying differs from teasing/falling out between friends or other types of aggressive behaviour because

- there is deliberate intention to hurt or humiliate
- there is a power balance 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 sexual, sexist, racist or homophobic bullying or when children with disabilities are involved. If the victim might be in danger then intervention is required immediately.

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.
- 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 'bystanders' or 'accessories'.

Specific types of bullying include

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying relating to appearance or health
- bullying related to sexual orientation
- 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.

### **Reporting and Responding to Bullying**

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

### **Procedures**

All reported incidents will be taken seriously and investigated involving all parties.

- Discussion with the victim/victims.
- Discussion with the bully/bullies.
- Incidents logged, dated and action taken recorded.

- Refer to Positive Behaviour Policy and school rewards sanctions.
- Solutions focused restorative approach, including ELSA support, referral to outside agencies (including HSLW) where appropriate, co-ordinator to have on-going, regular meetings with victim as deemed appropriate.
- Support with structured strategies for the bully to alter behaviour, through positive relationship support.
- All school staff made aware in order to protect the victim from any further incidents.
- Keep in touch with the person who reported the situation to the school and with carers/parents of the person, through regular dated, minuted meetings.

### **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and records will be kept on CPoms.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the termly Headteacher report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Development Plan, continuing to promote an inclusive and harmonious ethos across the school community.

### **Strategies for Preventing Bullying**

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

- Open culture for pupils who share concerns with any member of staff.
- JIGSAW scheme of work for PSHE
- Empowering pupils to say 'Stop I don't like it'.
- Empowering by-standers to stand up for what is right and tell an adult.
- School Council meetings.
- E Safety for Early Years and KS1.
- Raising awareness at staff meetings of pupils/adults reporting bullying.
- Assertive Discipline approach.
- High staff/pupil ratio at playtime.
- Values curriculum and British Values.
- School assemblies with positive choices, safeguarding and positive behaviour themes.
- ELSA groups to raise self-esteem and foster positive relationships.
- Governor question time with pupils.
- Anti-bullying leaflet designed with the children and shared in assembly and on the website.
- Play Leaders

### **Surrey Behaviour and Ending Bullying and Harassment Statement**

"Surrey County Council believes that all bullying behaviour is unacceptable, whether at home, school, college or work. For children and young people, providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity and ensuring the safety and well-being of the school community. Similarly, children receiving care away from their home for day or residential purposes, need to feel safe and secure from bullying. Surrey County Council will support schools and establishments to take a preventative approach to bullying and have policies and procedures in place to respond where it does occur, promptly and firmly."

### **Child on child abuse**

All staff should recognise that children are capable of abusing their peers (including online).

All staff should be clear about their school's policy and procedures with regard to child on child abuse.

Governing bodies should ensure that their child protection policy includes:

- procedures to minimise the risk of child on child abuse;
- the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;
- how allegations of child on child abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other children affected by child on child abuse will be supported;
- a recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported;
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
- recognition that it is more likely that girls will be victims and boys' perpetrators, but that all child on child abuse is unacceptable and will be taken seriously; and
- the different forms child on child abuse can take, such as:
  - o bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  - o abuse in intimate personal relationships between peers;
  - o physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - o sexual violence and sexual harassment.
  - o Consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - o causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
  - o upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
  - o initiation/hazing type violence and rituals.

### **Equality Statement**

In accordance with our Equality Policy we will promote equality across the full range of protected characteristics and ensure that all pupils have equal access to all opportunities offered by the school.

### **Monitoring, Evaluation and Review**

The Anti-Bullying policy is monitored in line with the Strategic School Development Plan monitoring cycle. This policy will be reviewed by the Headteacher every year, or earlier if the need arises. This policy will be promoted and implemented throughout the school.

| Policy Status    |                |
|------------------|----------------|
| Agreed by Staff  | September 2026 |
| Next Review Date | September 2027 |