



ANTI BULLYING POLICY

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Anti-bullying Policy

This policy reflects the vision and aims of Hadfield Infant School.

Introduction

Our school is a warm and friendly community to which everybody feels a sense of belonging. Each child has a valuable contribution to make to the life of the school and all children are encouraged, through discussion, praise and example, to develop a caring attitude for others and their environment. Our aim is to create a comfortable and welcoming atmosphere in which children can grow in confidence and self-motivation, develop self-discipline, and enjoy a sense of achievement.

Positive behaviour stems from positive relationships, explicit and taught expectations, and effective communication. All stakeholders work together to achieve the highest possible standards of behaviour in the best interests of all pupils.

Aims

- 1.To foster a caring and friendly atmosphere in which teaching and learning can take place in a safe and happy environment.
2. Effective inclusion based on staff and peer support which acknowledges the individual needs of children.
- 3.To create a culture of mutual respect and tolerance amongst pupils, irrespective of protected characteristics; to teach pupils about behaviour that is acceptable and unacceptable.
4. Pupils, parents, staff, and governors working in partnership to nurture a supportive school community with high expectations of everyone.

What is bullying?

Bullying is behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally. It often happens repeatedly over time and involves a real or perceived power imbalance either directly [Face to Face] or indirectly [on line] and may be prejudiced based including against protected characteristics under the Equality Act 2010

We recognise that bullying can occur in all walks of life including the school environment. Bullying can take many forms, including child-on-child abuse.

- Physical (e.g., hitting, kicking, theft);
- Verbal (e.g., racist, ableist or homophobic remarks, name calling, spreading rumours)
- Emotional or discriminatory (e.g., tormenting, threatening, ridicule, humiliation)
- Racist (e.g., racist taunts, graffiti, gestures)
- Sexual violence or harassment (e.g., unwanted physical contact, abusive, homophobic, and sexist comments)
- Online abuse (e.g., texting, social media, e-mail, gaming platforms, group chats, video sharing)

Bullying is **always unacceptable**. Young children can be unkind to one another and have upsets, but this would not be deemed as bullying and would be dealt with using the behaviour systems. Bullying is not the same as conflict between two equals.

Bullying is often motivated by prejudice against groups e.g., on grounds of race, religion, gender, sexual orientation. It might be motivated by actual differences between children, or perceived differences. [Equality act 2010]

The school prioritises cultivating a safe and respectful environment amongst pupils and ensures that all pupils are aware that the school adopts a **zero-tolerance stance** on child-on-child abuse of any kind. The school promotes respectful interactions amongst pupils, and all staff model appropriate and respectful behaviour.

At Hadfield Infant School we see bullying as ‘several times on purpose – STOP’

Bullying is:

- Ongoing
- Deliberate
- Unequal – it involves a power imbalance (resulting from size, number, higher status) the imbalance can be social, cognitive or digital
- Bullying can be by pupils on other pupils, by adults on pupils and by adults on adults and in certain circumstances pupils on adults.

Responsibilities

We are all responsible for making sure that bullying is not tolerated in our school. Our children, parents and carers, staff and governors are all responsible for promoting a common anti-bullying approach. We will act as positive role models, follow our values and agreed procedures and we report concerns/incidents of bullying.

Our Governing Body will:

- Regularly monitor and review the policy and support the Headteacher and the staff in implementing it.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

Our Headteacher will:

- Set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- Implement the Anti-bullying policy under the Education and Inspections Act 2006 for ‘determining measures on the behaviour and discipline that form the school’s behaviour policy’, ‘encouraging good behaviour and respect for others, in particular, preventing all forms of bullying among pupils.’
- Have evidence that our anti-bullying policy and practice is effective including the views of pupils, parents, carers and staff.
- Record and analyse bullying incidents.
- Ensure that all staff receive training that addresses bullying behaviour.

Our staff will:

- Be good role models in their personal conduct and relationships.
- Use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.
- Emphasise and behave in a respectful and caring manner to pupils and colleagues.
- Establish and maintain a healthy, positive learning atmosphere.

- Challenge abusive and prejudice-driven language and opinions.
- Be aware and take action when there are concerns about bullying.
- Be aware that pupils with additional education needs, learning difficulties or disabilities are more vulnerable to bullying and can become involved in bullying themselves.
- Report and record all allegations of bullying following the school's procedures.
- Challenge low level unkindness and record patterns
- Ensure that pupils, and where appropriate parents and carers, are given regular feedback on the action being taken.

Our parents and carers will:

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Be informed about and fully involved in any aspect of their child's behaviour.
- Contact the school immediately if they know or suspect that their child is being bullied, even if their child has asked for 'secrecy'.
- Work in partnership with the school to bring an end to bullying.
- Contact the school if they know or suspect that their child is bullying another pupil.
- Share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child.
- When a parent/carer has concerns relating to bullying they should report them to any adult such as child's class teacher, teaching assistant, SENDCO, DSL or the Headteacher preferably in person but certainly to the office via e mail or phone

Our pupils will:

- Follow our non-negotiables and behaviour rules.
- Be kind and inclusive
- Not bully anyone else, or encourage and support bullying by others.
- Tell an adult if they are being bullied, usually either a member of staff or parent.
- Act to prevent and stop bullying; usually this is through telling an adult if they know or suspect that someone else is being bullied.
- Recognise that being a 'bystander' is not acceptable as it supports the child who has displayed bullying behaviour and makes the 'bystander' in part responsible for what happens to the child who has experienced bullying

How we prevent bullying:**School Ethos**

The school maintains the position that education surrounding respectful and healthy attitudes and behaviour towards others is the best way to combat bullying and child-on-child abuse in the school. All staff, not just teaching staff, are responsible for passing this knowledge on to pupils.

Whole school assemblies that focus on respecting each other, showing kindness, and informing children of the need to tell someone if they feel bullied or harassed. All staff and volunteers to act as positive role models. Engagement in positive social interaction projects, including circle time, class and school council. Implementing a clear and consistent behaviour approach.

PSHE Curriculum

Our PSHE teaching underpins our Anti-bullying work and provides key messages to promote respectful relationships and positive behaviour. During PSHE lessons, our children learn that everyone has the right to learn in a safe school. We teach that bullying is always wrong through our anti-bullying work, our children practise the personal, social and emotional skills that help protect them from bullying such as saying comments 'Stop, don't do that to me I don't like it!'

Say no to bullying!

In November we take part in the national Anti-Bullying week involving all members of our school community. We use resources from the Anti-Bullying Alliance.

Safer Internet Day

In February we hold a whole school safer internet day to raise awareness of cyber bullying and give children strategies to stay safe online.

Assertiveness

Teaching children to be assertive e.g. by saying 'stop that I don't like it'. We teach them to seek adult intervention if this approach is not effective. Adults will support children to verbalise their wishes and expectations of each other.

Self-regulation

We teach self-regulation of emotions using the Zones of Regulation. This enables children to verbalise emotions in a common and understood language.

School Council

Our school council and class meetings give our children real opportunities to voice their opinions and to effect change in school.

Online Safety

Our ICT curriculum addresses online safety through age/development specific resources e.g. Hector's World. This helps children to protect themselves from online bullying.

High Quality Playtime Supervision

Teaching staff, lunchtime supervisors and lunchtime club supervisors work together to ensure that all children enjoy a happy and safe lunchtime and playtime.

Professional Development

Staff will receive safeguarding training as part of their induction, and annual refresher training. This training will include guidance on how to recognise indicators of bullying and child-on-child abuse of all kinds, and how to distinguish between behaviour, particularly sexual behaviour, that is developmentally appropriate and that which is harmful.

When identifying pupils at risk of potential harm or who have been harmed by their peers, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places that are also inconsistent with their age

- Lack of concentration and acting withdrawn
- Knowledge ahead of their age e.g. sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem.

Where a pupil is displaying signs of being impacted by bullying or child-on-child abuse, or perpetrating child on child abuse, staff will report this to the DSL as soon as is reasonably practicable.

Our methods of dealing with incidents of bullying

We take all bullying/child-on-child abuse problems seriously but will endeavour to keep all matters in proportion. We investigate all incidents thoroughly by:-

- Interviewing the alleged bully and victim separately.
- Obtaining witness information wherever possible.
- Keeping a record of the incident, investigation and outcome on CPOMS. If there is not a positive outcome, subsequent behaviour will be monitored, dated and recorded for future reference.
- Informing appropriate staff about the incident
- Ensuring that action is taken to prevent further incidents: -
- Seek to obtain an apology.
- Provide support for the victim e.g. playtime buddy.
- Support the bully to identify why s/he has bullied, help them to recognise their behaviour is unacceptable and support them in modifying their behaviour.
- Seek support from other agencies if appropriate.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage
- Only sharing the report with those necessary for its progression
- Explaining to the victim what the next steps will be and who the report will be passed on to.
- Recognising that the person the pupil chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the pupil with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to remain engaged and not appear distracted.
- Only recording the facts as the pupil presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice.
- Wherever possible, managing disclosures with two staff members present (preferably the DSL or deputy)
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL or deputy will be informed of any allegation of abuse against pupils with SEND. They will record the incident in writing and, working with the SENDCO, decide what course of action is necessary, with the best interests of the pupil in mind always. Consideration needs to be given on a case-by-case basis.

The DSL or deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

The victim

The alleged perpetrator

Other pupils at the school, especially any actions that are appropriate to protect them.

Confidentiality

Our children need to know that they can speak to a trusted adult if they feel worried, unhappy or unsafe. If necessary, they should be helped to access the support of external agencies e.g. Childline. Staff cannot give unconditional confidentiality to children where there is concern over their safety or that of another child. In these cases, staff must follow Child Protection procedures and Data Protection Guidelines

Useful links and supporting organisations

Antibullying Alliance – www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

Victim Support: www.victimsupport.org.uk

Young minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Cyberbullying

Childnet: www.childnet.com

Internet Watch Foundation: www.iwf.org.uk

Report harmful content: www.reportharmfulcontent.com

UK safer internet centre: www.saferinternet.org.uk

The UK Council for Internet Safety (UKCIS) www.gov.uk/government/organisations/uk-council-for-internet-safety

DfE 'Cyberbullying:advice school staff
www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE parents/carers
www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

Mencap: www.mencap.org.uk

Race, Religion and Nationality

Anne Frank Trust: www.annefrank.org

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Tell Mama: www.tellmamauk.org

Show Racism the Red Card: www.srrc.org/educational

LGBTQ+

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

School's Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

GLOSSARY OF TERMS

CPOMS : CHILD PROTECTION ON LINE MONITORING SYSTEM

DSL: DESIGNATED SAFEGUARDING LEAD

DSP: DESIGNATED SAFEGUARDING PERSON

SEND: SPECIAL EDUCATING NEEDS AND DISABILITIES

SENDCO: SPECIAL EDUCATING NEEDS AND DISABILITIES CO-ORDINATOR