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# Anti-Bullying Policy

**Approved by:** Governors

**Date:** June 2025

**Review Date:** June 2026

## Holmesdale Community Infant School Anti Bullying Policy

At Holmesdale Community Infant School and Nursery, 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. Every pupil's progress and development matters to us. We support our children during their journey with us by using our school values- Responsibility, Respect, Perseverance, Trust, Appreciation, Friendship, Courage, Tolerance, Co-operation, Patience and Caring.

We expect pupils to feel safe in school and to understand issues related to safety, including bullying. We want children to feel confident about seeking support from the school if they ever feel unsafe.

### **Policy Development**

Pupils contribute to the development of the policy through the school council and circle time discussions linked to our personal, social, health and economic curriculum.

The school council will develop a pupil friendly version to be displayed in classrooms.

### **Roles and Responsibilities**

The Headteacher is our Anti-Bullying Leader and holds overall responsibility for the policy and its implementation. They liaise with the school committee, parents/carers, Trust, Local Authority, and external agencies. The Headteacher also serves as the Anti-Bullying Coordinator, responsible for overseeing the implementation of this policy.

The responsibilities of the Anti-bullying coordinator are:

- Policy development
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- 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'.

*Safe to Learn: embedding anti bullying work in schools (2007).*

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 sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. 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
- undermining and demeaning actions and words

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:

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

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others, these may include pupils with special educational needs such as learning or physical disabilities; young carers, Children Looked After, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role

## **Reporting and Responding to Bullying**

As with other forms of unacceptable behaviour, a direct incident must be challenged immediately. Measures should be applied fairly, consistently and taking in to account any special educational needs or disabilities that pupils may have. Adults should respond calmly and consistently.

### **Procedures:**

- All reported incidents will be taken seriously and investigated involving all parties
- In these cases the Headteacher must always be informed and the involvement of parents at an early stage is essential
- A clear record of events will be kept by logging each incident on CPOMS (Child Protection Online Management System) for all children involved
- Children will be encouraged to 'tell' if they experience or see bullying occur
- Children in every year group across the school will have access to a 'Worry Box' within their classroom.
- Staff in each class will use circle times and our weekly Jigsaw PSHE sessions to encourage children to talk.
- All children will be familiar with the Colour Monster story and have an interactive colour monster display in their classroom to show their class teacher how they are feeling
- If parents have concerns that bullying is taking place they should initially talk to the class teacher
- Parents of both parties will be informed with regards to the involvement of their own child. Staff are only allowed to discuss parents' own children. Confidentiality must be respected at all times both within the school structure and their wider community.
- A range of responses appropriate to the situation may be used e.g. solution focused, restorative approach, circle time, individual work with children, referral to outside agencies, including the Police if appropriate
- Sanctions used will be as laid out in the Behaviour policy
- There will be a follow up meeting with the person who reported the incident and all parents and carers will be contacted.
- Support will be given to both victim and bully, providing strategies and celebrating successes
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists

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

Bullying incidents will be recorded on CPOMS by the member of staff who deals with the incident and they will ensure that they send an alert to the Anti-bullying leader as well as communicate their concerns face to face.

The information stored will be used to ensure individuals 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 school committee as part of the Head teachers report.

The policy will be reviewed and updated annually.

## Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Holmesdale Community Infant School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Work in class and in assemblies in promoting our eleven core values
- Involvement in Healthy Schools
- Anti-Bullying (Friendship) week annually in November.
- PSHE/citizenship including the Jigsaw programme throughout the year
- Pupil voice through school council
- Playground Leaders
- Parent information events/information
- Restorative Approaches
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Actively engaged adults supervising playground activities
- Emotional Literacy Support Assistant (ELSA)
- All staff have Restorative Approach training
- Friendship Bench
- Lunchtime quiet area
- Children's mental health first aider
- High expectations of respect for all members of the school community

### Outside of school

- In the event of reports about bullying involving Holmesdale Infant pupils outside of school, these will be investigated as far as possible as there is a direct impact on pupils within school. All parties will be asked to explain their accounts and parents will be notified where relevant.

### Links with other policies

Behaviour Policy  
Child Protection and  
Safeguarding Policy  
Acceptable Use Policy  
Equalities Policy  
RSHE Policy

References Documents and Related Policy/Guidance

National Documents

Preventing and tackling bullying Ref: DFE-00160-2017

Cyber bullying: advice for head teachers and school staff Ref: DFE-00652-2014

The following websites may be useful:

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.childline.org.uk](http://www.childline.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)