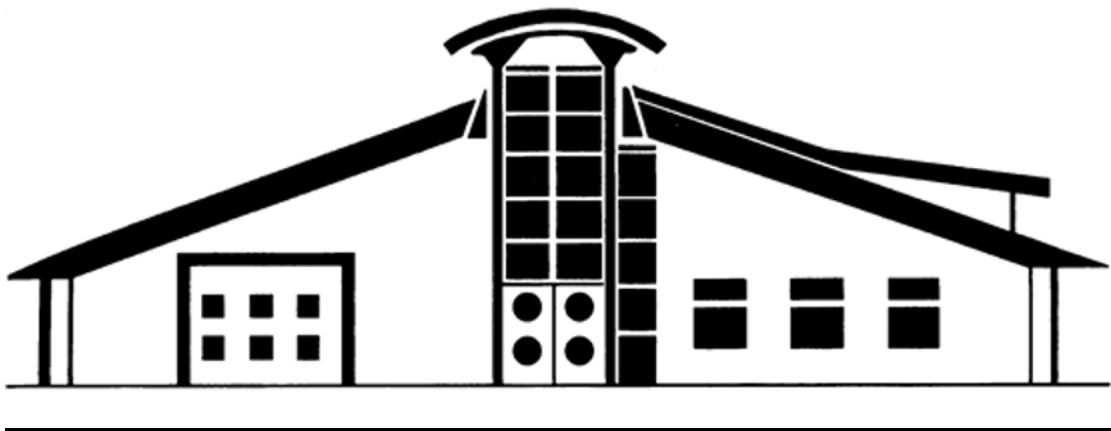




HOLMESDALE COMMUNITY INFANT SCHOOL AND NURSERY



Approved by Governors:..... June 2026

Review Date: June 2027

Holmesdale Community Infant School and Nursery

At Holmesdale Community Infant School, we are committed to providing a safe, caring and inclusive environment where all pupils can learn effectively, feel valued and achieve their full potential. Every pupil's wellbeing, progress and development matters to us.

We support our children through our school values of Responsibility, Respect, Perseverance, Trust, Appreciation, Friendship, Courage, Tolerance, Co-operation, Patience and Caring. These values underpin all relationships within our school community.

We expect all pupils to feel safe in school and to understand issues related to safety, including bullying and online behaviour. We aim to ensure children feel confident to seek help if they feel worried, unsafe or upset.

This policy reflects current safeguarding expectations, including *Keeping Children Safe in Education* and statutory duties to prevent bullying, discrimination and harassment. [\[gov.uk\]](#), [\[gov.uk\]](#)

Policy Development

Pupils contribute to the development of this policy through pupil voice opportunities, including School Council and curriculum learning within PSHE (Jigsaw).

Roles and Responsibilities

The Headteacher is the Anti-Bullying Leader and holds overall responsibility for the policy and its implementation. They liaise with the Trust Board, Local School Committee, parents/carers and external agencies where appropriate.

Bullying is recognised as a safeguarding matter and may be considered a form of child-on-child abuse. Any concerns are managed in line with safeguarding procedures.

Responsibilities include:

- Developing and reviewing the policy
- Ensuring effective implementation and monitoring
- Overseeing the recording and investigation of incidents
- Ensuring timely and appropriate responses
- Analysing patterns or trends to inform prevention
- Coordinating staff training and support for families
- Ensuring equality and safeguarding duties are met

Definition of Bullying

We use the widely accepted definition:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”

Bullying can be:

- Physical
- Verbal
- Emotional
- Online (cyberbullying)

It may happen face to face or through digital platforms.

Bullying differs from relational conflict (falling out between friends). Relational conflict usually involves equal power and isolated incidents.

Single incidents may still be treated as bullying where there is serious harm (for example, sexual, sexist, racist or discriminatory behaviour) or where a pupil is at risk.

Types of Bullying

Bullying can be linked to protected characteristics or vulnerability. This includes:

- Race, religion or culture
- Special educational needs or disabilities (SEND)
- Appearance or health
- Sex, gender or sexual harassment
- Sexual orientation or gender identity
- Home circumstances, including young carers or looked after children

Schools have a legal duty to prevent discrimination, harassment and victimisation. [\[gov.uk\]](https://www.gov.uk)

Some pupils may be particularly vulnerable, including those with SEND, those experiencing disadvantage, or those who struggle to communicate concerns.

What Bullying Can Look Like

Bullying may include:

- Name calling, teasing or mocking
- Threatening or intimidating behaviour
- Physical harm
- Damage to belongings

- Social exclusion or spreading rumours
- Online abuse, including messages, images or posts
- Discriminatory or prejudiced language
- Persistent undermining behaviour

It can take place in person or online and may involve bystanders who enable or reinforce behaviour.

Reporting and Responding to Bullying

All concerns are taken seriously and responded to promptly, in line with safeguarding procedures.

Staff will respond calmly, consistently and with regard to pupil needs, including SEND.

Procedures include:

- Immediate intervention where necessary
- Investigation involving all relevant parties
- Informing the Headteacher and safeguarding team
- Recording all incidents on CPOMS
- Early involvement of parents/carers
- Clear communication with families (maintaining confidentiality)
- Encouraging pupils to report concerns, including via Worry Boxes
- Use of PSHE, circle time and emotional literacy tools

Responses may include:

- Restorative approaches
- Individual support or intervention programmes
- Behavioural consequences in line with the Behaviour Policy
- Referral to external agencies where appropriate

Support is provided to all children involved, recognising that those displaying bullying behaviour may also require support to address underlying needs.

Recording and Monitoring

All incidents are recorded on CPOMS and monitored by senior leaders.

This enables:

- Tracking of individual cases
- Identification of patterns and trends
- Early intervention and preventative action

Summary information is shared with the Local School Committee through the Headteacher's report.

Prevention Strategies

We take a whole-school approach to preventing bullying and promoting positive relationships.

This includes:

- Explicit teaching through RSHE and PSHE
- Promoting respect, equality and diversity
- Teaching online safety and responsible use of technology
- Anti-Bullying Week and themed learning
- Pupil voice through School Council
- Active supervision during social times
- Restorative practice
- Emotional literacy approaches, including Colour Monster strategies
- ELSA support
- Staff training, including safeguarding and behaviour
- Strong partnership with parents

Preventative education includes teaching pupils about:

- Healthy relationships
- The impact of bullying
- The role of bystanders

Bullying Outside School

The school will respond to reports of bullying that occur outside school where it has an impact on pupils' wellbeing or behaviour in school.

Links with Other Policies

Behaviour Policy

Safeguarding and Child Protection Policy

Online Safety and Acceptable Use Policy

Equality Policy

RSHE Policy

Review

This policy will be reviewed annually or sooner if guidance changes.