



We are kind - We show respect - We work hard - We are honest

# Anti-Bullying Policy

Date: September 2025  
Review date: September 2026

## Anti-Bullying Policy

### Introduction

At Standhill Infants' School our core values are to be kind, caring citizens, who celebrate diversity and show respect.

We aim to provide a safe, caring and happy environment for all our pupils, so they learn and build confidence and resilience. We aim to build and sustain positive relationships so that all learners flourish, grow, and reach their full potential. We want all our children to be ready for challenges and for the next stage in their education.

Through the curriculum we aim to raise awareness of the meaning of bullying behaviour, and the understanding of the anti-bullying policy. We will reflect British Values in teaching through JIGSAW, assemblies and the curriculum. We will teach children to listen and respect other people's values and opinions, treat everybody equally, respect culture and beliefs of others and understand that actions have consequences.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

### Policy Development

This policy reflects the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2025)

This policy is available

- Online: [Carlton Standhill Infants' School](#)
- From the school office

### Roles and responsibilities

**The Headteacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies. The Headteacher will have general responsibility for handling the implementation of this policy.

**The nominated Governor with the responsibility for Anti- bullying Behaviour** is: Joy Clarke

## Definition of Bullying

**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 or psychological. It can happen face-to-face or through cyberspace.**

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 hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

However, we also recognise that incidents may occur between children, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional).

Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict. Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'. Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying.

Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

## **What does bullying look like?**

Bullying behaviour can include: -

- Physical
- Verbal
- Emotional
- Sexual
- Online
- Indirect

Examples of bullying could include:

- Intimidating behaviour
- Spiteful friendships – e.g. ‘can’t play’, being isolated, left out of a game.
- ‘Only teasing’ – victim does not understand, cannot tolerate.
- Possessions taken, hidden or destroyed.
- Extortion – bringing money, toys or else! Pressure to swap toys.
- Name calling including racist and sexist comments.
- Physical violence to another
- Watching ‘bullying’ behaviour and not reporting or intervening.

## **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called ‘protected characteristics’.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

## **Other vulnerable groups include**

- pupils with Special Education  
Needs bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

## **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## **Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

## **Online/Cyber bullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

### **How to report a concern**

At Standhill Infants' School we ensure all pupils, parents/carers, staff, and visitors have the right to confidently report bullying and know that their concerns will be taken seriously.

We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community. We have clear reporting systems for each group of our school community; the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:

- Interview all parties
- Inform parents
- Implement appropriate disciplinary sanctions in accordance with our Behaviour Policy. These are graded according to the seriousness of the incident, but they send out a message that bullying is unacceptable
- We are clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up and keeping in touch with the person who reported the situation, parents/carers.
- We have a clear complaints' procedure for parents/carers who are not satisfied with the school's actions.
- We have a range of follow up responses and support appropriate to the situation for all involved such as - circle of friends, referral to outside agencies if appropriate etc
- We liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying.

## **Monitoring**

- All staff to be aware of possible hiding places both in school and in the playground, monitor flow of children in cloakrooms and corridors.
- Incidents to be recorded in the lunchtime behaviour book/teacher's class behaviour book.
- Headteacher to do termly log on behaviour books/issues file and report to staff and governors.

Information stored in school 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 our policy. This information will be discussed by staff in regular staff meetings/ Senior Leadership Team Meetings.

## **Procedures by Graded Response**

1. Deal with incidents first at an individual level – the class teacher will make it clear which behaviour is unacceptable. The child is expected to change their behaviour. They are given the choice. A warning will be given and incident recorded in a behaviour book.
2. If bullying continues child will be sent to the headteacher where the seriousness of the matter will be emphasised and sanction given according to the child and behaviour.
3. If behaviour continues parents will be invited in to meet the class teacher and headteacher where the behaviour will be discussed and further sanctions/ support discussed.
4. Prejudice related bullying/incidents are reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (October 2019).

## **Records**

1. Initial recording in class or lunchtime behaviour book.
2. More detailed record of who, what, where then sanction and follow up recorded on CPOMs, ensure HT alerted via this format.
3. Reports from parents who, what, when recorded on CPOMs and sanction for repeated offenders.
4. Prejudice related bullying/incidents reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (October 2019).
5. All bullying incidents will be reported in the termly headteacher's report to governors.

## **Strategies for preventing bullying**

By raising awareness of understanding and developing strategies through:

- PHSE – JIGSAW scheme of work, RHSE policy.
- Assemblies – themes of friendship, conflict, power, trust. Explicit assemblies to define bullying using STOP several times on purpose in the form of role play and children making judgements about the actions seen.

- Encouraging co-operative behaviour, e.g. circle games and activities.
- Encouraging pupils to be assertive in their manner, voice and say 'stop it I don't like it', then report to a teacher.
- Use of Circle Time activities to address issues of verbal bullying (name calling and teasing). Ensure the class knows what is and what is not acceptable and explore the feelings engendered by name calling.
- ELSA groups for particular children.

Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

- Support for parents/carers
- Support for all school staff
- Staff training and development for all staff

Links with other policies:

- Behaviour Policy
- Child on Child Abuse Policy
- Safeguarding Policy
- E-Safety – suite of policies
- Equalities Policy
- SEND Policy
- Code of Conduct and Data Protection
- Complaints' Policy
- RHSE Policy

Policy reviewed: September 2025

Next Renewal: September 2026

Signed: Chair of Governors: Jackie Bucknall

Signed: Headteacher: Tim Fennell

Date: October 25

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