



Anti-bullying Policy 2025-2028

Name of School:	Hiltingbury Infant School
Name of Responsible Headteacher:	Mrs Phillipa Longman
Date approved by Governing Body:	10.11.2025
Date of review by Governing Body:	November 2028

Rationale

We believe that Hiltingbury Infant School should be free from 'bullying' and we have a whole school approach to minimise such behaviour. Everyone at Hiltingbury Infants school has the right to feel welcome, secure, happy, and safe. Our school is committed to actively working to prevent all forms of bullying and ensuring all members of the school community can flourish.

Purposes

We believe in creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older children who set a good example to the rest.

We aim to ensure that any disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. We consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying will receive support themselves.

Aims

This policy aims to produce a consistent school response to any bullying incidents that may occur. All incidents are treated seriously and are dealt with quickly and efficiently.

- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- All governors, teaching and non-teaching staff, pupils, parents and carers will have an understanding of what bullying is.
- All stakeholders will work together to raise awareness of the effects of bullying and actively create a culture of no-tolerance of bullying within our school.
- All stakeholders will know what they should do if they suspect that bullying is happening. Parents can request a paper copy if desired or access the policy on the website. All staff and volunteers will be shown the bullying policy during their induction.

- This policy will ensure that any confirmed incidents of bullying are dealt with swiftly, effectively and consistently to minimise any lasting harm.

Guidelines

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is a deliberate action, an intentional desire rather than accidental. Bullying is about power. Victims feel powerless to stop it. Others, such as parents, for instance, may feel powerless to know how to help.

There are different types and forms of bullying including racial, gender, homophobic, SEND, looked after children, young carers and cyberbullying. It might be motivated by actual differences between children, or perceived differences.

Bullying is unfair, the people/person who is doing the bullying behaviour is stronger or more powerful than the target of the bullying. It is repeated over time not a one off incident.

- **Physical Bullying** can include punching, kicking, hitting, spitting.
- **Emotional Bullying** can include rumors, name calling, unkind comments, teasing, deliberately excluding.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

It is not considered 'bullying' when two children have the occasional fight or quarrel, or choose not to play together.

Possible Signs of Bullying

Pupils may be reluctant to tell anyone they are being bullied, but often there are signs that we can look for:

- Obvious distress, such as tearfulness or persistently looking unhappy
- Unwillingness to come to school
- Frequent headaches, stomach aches, or complaints of feeling unwell
- Isolation from other children/not "joining in"
- A sudden deterioration in the standard of work
- Frightened to go to or from school
- A tendency to stay close to staff during breaks
- A change in or uncharacteristic behaviour
- General unhappiness/anxiety/fear
- Has regular nightmares or has trouble sleeping
- Speaking negatively about, or behaving negatively towards themselves

Positive Actions

At Hiltingbury Infant School we take positive action in educating on and dealing with bullying behaviours through:

- Careful monitoring and intervention.
- Encouraging parents to work in partnership in our dealing with bullying behaviours.

- Teaching children to seek adult help as soon as a problem arises and to recognise bullying via e.g. role-play, puppets, whole class teaching, zones of regulation, bubble time and assemblies.
- Discussions about bullying
- Anti-bullying focuses e.g. 'Say No to Bullying' anti bullying week, RHE lessons
- Class charters and whole school rules-Safe, Kind, Ready
- Hiltingbury Helpers out on the playground-supporting play and friendships
- In school pupil councilor meetings
- ELSA time (Emotional Literacy Support) where appropriate
- Have you filled a bucket today? – encouraging own and others positives emotions and behaviours
- Zones of Regulation

How staff actively work to prevent bullying

Staff use the following methods to attempt to prevent bullying from happening at our school. As and when appropriate, these include:

- Cultivating a positive school ethos and curriculum to promote a positive attitude to diversity in school, home and the wider community.
- Providing a high quality learning environment with adults and young people, teaching and modelling positive social, emotional and behaviour skills.
- Teaching high quality PSHE lessons
- Reading stories about bullying or having them read to a class or assembly.
- Play Leaders model appropriate interactions between peers
- We use Restorative techniques to help resolve friendship issues and fall-outs
- Proactively reducing the potential for conflict and encouraging co-operative play by zoning areas of the playground to increase the range of activities available.
- Class discussions about bullying, what it is and the impact it can have on others.
- Encourage the children to share feelings and staff to be approachable at all times should an issue arise.
- Having an open door policy to enable parents to discuss any concerns with staff straight away.
- School to review training needs of all staff and children on a regular basis to ensure that everyone is working inline with our anti-bullying policy.
- Online Safety helps children understand how they can be online safely and responsibly. This is followed up through every year's Computing Curriculum and also through the PSHE scheme. > Termly scrutiny of behaviour data.
- We participate with wider community events such as anti-bullying week and NSPCC workshops which highlight the impact of bullying and how it can be prevented and reported by pupils.

Procedures for dealing with incidents deemed to be bullying:

1. After a concern has been flagged a member of staff will complete CPOMS (our online recording method) and categorise it as a "Bullying concern"
2. A member of the leadership team will then fully investigate the situation. This may involve talking with parents further, talking with the named children involved, talking to staff and observations of behaviours around school along with any records of previous incidents.

3. If at this point the concern is not deemed to be bullying it will be dealt with according to our behaviour policy. Appropriate staff will be made aware of incidents so that future incidents can be noted.

4. If the concern is deemed to be bullying - it will be recorded as a "Bullying Incident" on CPOMS.

5. Where a situation has been identified as bullying, parents of both the 'victim' and 'perpetrator' will be informed and will be asked to attend separate meetings to discuss the problems and ways of moving forward.

6. Steps will immediately be put in place by SLT to prevent the bullying behaviour. Staff who work with the children will be informed of the situation.

7. School will attempt to work with perpetrator/s to help change their behaviour. This will differ according to circumstances but could include: circle time sessions in class, one-to-one sessions, restorative sessions with the victim where appropriate etc.

8. The 'victim' will also have support as required.

9. If necessary and appropriate school will contact outside agencies.

10. The situation will be closely monitored by a designated member of the leadership team and a dialogue will be kept open between staff, SLT, children and parents. On-going support will be offered to both sets of parents.

A future date will be set to give feedback to both sets of parents about the relationship between the children and staff involved will be debriefed after this feedback.

Staff must remain vigilant about bullying. They should not wait for a child to tell them that they are being bullied before raising concerns or dealing directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. Staff are made aware of any vulnerable pupils within their class during a transfer of records meeting, so the well-being of these pupils can be monitored more closely and additional support can be offered if required.

Tackling Discrimination

Harassment on account of a person's 'protected characteristics' is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to an individual's circumstances. The procedure below will be followed:

- Member of staff to investigate further (if incident reported) or challenge behaviour immediately.
- Record actions and findings on CPOMS.
- Respond to victim and family, respond to perpetrator and family.
- Follow up with a written summary.
- Take action to address issues with class/year group/school if necessary.
- Report incidents to governing body on a termly basis.

Child on Child Abuse

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with Special Educational Needs and/or Disabilities, and Lesbian Gay Bisexual and Transgender children are at greater risk.

Staff at Hiltingbury Infants' are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them. If anyone has concerns about child-on-child abuse taking place, they should report their concerns to the Designated Safeguarding Lead.

Roles and Responsibilities

The role of the members of staff

All members of staff take any form of bullying seriously and take prompt and effective action. All incidents of bullying will be handled in a confidential manner.

Teachers support all children in their class and create a climate of trust and respect for all.

The role of the children

Children are taught how to deal with inappropriate behaviour for example by supporting the victim and telling an adult. Children are taught that by being a bystander they may be contributing to the bullying. Children are taught about the importance of telling and sharing concerns either directly to an adult they feel comfortable with or through circle time as part of PSHE sessions. Children learn the speak out stay safe message from the NSPCC.

The role of the Parents/carers

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately who will follow the school's policy and procedures. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, which is available from the school office.

Parents who are concerned that their child might be being bullied should:

- Speak initially to the child's class teacher
- Speak with the Headteacher if the bullying carries on
- Share concerns with school staff rather than discuss it with another child's parents especially if their child might be involved
- Parents/carers should support the school's anti-bullying policy and do all they can to actively encourage their child to be a positive member of the school community.
- Parents and carers are invited to tell us their views about bullying in an annual questionnaire.

The role of the Headteacher

- To ensure all school staff, pupils and parents are made aware of the anti-bullying policy
- To foster an ethos that ensures pupils feel safe and confident

Monitoring and Review

The policy and procedures will be monitored and the effectiveness will be evaluated in the light of:

- Numbers of pupils being bullied.
- Staff vigilance and response to bullying behaviour.
- Numbers of pupils and parents feeling secure about the school's response to bullying through surveys.

Conclusion

This policy is monitored on a day-to-day basis by the head teacher, who reports to the governors on the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness.

This policy has links with other school policies:

- Confidentiality
- Health and Safety
- RHE
- Equalities Policy
- Child Protection and Safeguarding
- Positive Relationships and Behaviour
- Online Safety