

# St. John's Church of England Infant and Nursery School



## Anti-Bullying Policy

### Statement of Intent

As a church school everything we do is rooted in our Christian values. At St. John's we teach the children about these core values:

Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

<b>Anti-Bullying Policy</b>	
Written by:	Lana Gilla m
Date:	1 April 2026
Approved by:	LGB
Date:	30 April 2026
Review frequency:	Every 2 years
Target Audience:	All Stakeholders

The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's CE Nursery and Infant School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

## 1. Introduction

At St John's we are committed to create a welcoming and positive culture across all the school. This underpins our understanding of the importance of school as a place of safety where every pupil can enjoy trusted relationships with staff and peers.

## 2. Aim

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to provide sources of support for the pupil.
- To support the pupil causing the bullying and apply disciplinary sanctions if necessary to ensure they learn from the experience, possibly through multi agency support.
- To clarify with children the difference between bullying behaviours and normal childhood experiences that can be upsetting in the moment.

## 3. Definition of Bullying

We have adopted the definition used by The Anti-Bullying Alliance which defines bullying as:

*'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 online.'*

All four elements (repetitive, intentional, hurtful and imbalance of power) must be present to meet the definition of bullying.

For any bullying incident that specifically includes racism the Equalities Statement should be referred to.

Single incidents and incidents of verbal or physical attack, and behaviour which is hurtful but not intentional, will also be taken seriously and dealt with according to the principles outlined in this policy and the school's Behaviour Policy.

We recognise that bullying can take many forms and can affect any child.

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling
- **Emotional** – isolating from others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- **Indirect** - can include the exploitation of individuals such as 'false friendships', manipulation of others, criminal exploitation, sexual exploitation, and radicalisation.
- **Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their

race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior. (includes protected characteristics identified in the Equality Act.)

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

#### **4. What does not constitute bullying**

Bullying means that one child, or a group of children, is deliberately using his or her power over another or others, to hurt or make them feel bad. Bullying is not having a single argument or fight with someone. It is not saying something bad to someone once when angry. It is not a personality clash or not getting on with someone. It is not falling out one year and having another disagreement a few years later. It is a conscious choice. Bullying goes on deliberately, repeatedly and over a period of time.

We recognise that incidents may occur between pupils, 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 we are 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', we will address the situation and support the pupils to resolve any negative feelings. The school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. The 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).

#### **5. Responsibilities and Expectations**

Bullying is taken seriously and any reported incidents are investigated.

**The school:**

- listens - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
- includes us all - all pupils are included, valued and participate fully in all aspects of school life.
- respects - all school staff are role models to others within the school in how they treat others.
- challenges - all forms of discriminatory language, including disablist language, is challenged and taken seriously.
- celebrates difference – difference is actively and visibly celebrated and welcome across the whole school.
- understands - all school staff, pupils and parents and carers understand what bullying is and what it is not.
- acknowledges - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged and taken seriously when reporting incidents of bullying.
- reports bullying - all pupils within the school and their parents and carers understand how to report incidents of bullying.
- takes action - we respond quickly to all incidents of bullying. Pupils, including those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
- Classroom staff record and monitor incidents.
- The SENCo has an overview of all incidents, flagging any patterns or repetition of incidents or reported bullying,

**Staff:**

Staff aim to create an environment in which all members of the school community are encouraged to:

- treat everyone with kindness and respect.
- act with thought and consideration to others.
- behave courteously, being polite and helpful at all times.
- be friendly and co-operative.
- be honest and truthful.
- treat property with respect.

Staff take steps to prevent any member of the school community from:

- making unkind or offensive comments (including comments about people's appearance or ability/disability).
- behaving in a racist, sexist, ageist or homophobic manner.
- using foul or unacceptable language.
- being rude or aggressive.
- shouting unnecessarily.
- using physical aggression.
- damaging property.

Staff will ensure that:

- Objection to such behaviour is made clear.
- the reasons for the objections to such behaviour are explained.
- steps are taken to ensure, as far as possible, that such behaviour is not repeated.
- the parents of the offender are informed of the school's policy not to tolerate such behaviour.
- children who have been bullied, and their parents, are supported.
- the nature and response to an incident is made known to other staff.

### **Children:**

Children will use the three step rule:

- Say to the person doing the unwanted behaviour: "PLEASE STOP I DON'T LIKE IT WHEN...."
- If the behaviour continues, child says: "PLEASE STOP OR I WILL TELL THE TEACHER/ADULT"
- If the behaviour still continues then tell then the child TELLS AN ADULT.
- Use the strategies outlined in the Behaviour and Anti-bullying policies.
- Learn about what constitutes bullying and what to do about it.
- Have opportunities to develop skills to resist bullying and to deal with bullying.
- Be aware that knowing about bullying by or to others and doing nothing is unacceptable.
- Know that, as either a victim or a witness of bullying it is 'O.K. to tell' and that they will receive practical help if they do so.
- Adhere to the Home School Agreement

### **Parents/Carers:**

Parents, carers and families have an important role to play in helping the school to deal with bullying. When children start in any of our schools (usually in Nursery, Reception or Year 3), parents are asked to sign the school's Home School Agreement to confirm their agreement to support the school's policies and to encourage their children to follow our behaviour expectations. *All* adults are expected to be good role models for children and must demonstrate positive, collaborative relationships at all times.

They should endeavour to:

- adhere to the Home School Agreement.
- be aware of the school's guidelines for encouraging positive behaviour (see Behaviour Policy).
- prepare their children to enter school displaying polite, well-mannered and respectful behaviour.
- discourage their children from using bullying behaviour at school, home or elsewhere.
- take an active interest in their children's school life, discuss friendships and how play time is spent.
- watch out for signs that their children are being bullied or are bullying others - contact the school at the first sign if they are worried that their children are being bullied or are bullying others.

- monitor their child's Internet and phone use and not allow them to use age-inappropriate apps or websites.

### **Trustees of The Poppy Academy Trust:**

The Trustees delegate responsibility to the local governing bodies of individual schools.

### **Governors:**

The Governing Body will:

- regularly review the school's Anti-Bullying policy on a three-year cycle.
- consult all interested parties in revising the policy as necessary.
- help to explain and comment on the policy to all interested parties.
- ask for information to enable it to monitor the implementation and evaluate the effectiveness of the policy.
- have a Governor specifically trained to respond to complaints.
- respond if needed to the Headteacher's termly report to Governors. This will inform them (anonymously) of any bullying and racist incidents, the actions put in place as a result and an update on the effectiveness of the actions.
- have clear policies - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

## **6. How the School Responds to Reports of Bullying:**

All reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', the school will remain committed to supporting all pupils who have been involved and effected.

The school keeps records of all reports of bullying, this information is stored on the school's Safeguarding recording system (CPOMs). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns. All members of the Senior Leadership Team are automatically alerted to any incidents of behaviour or bullying through this system.

Staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis.

Some of the school's responses may include, but may not be limited to:

- Talking to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses.
- Talking to the parents (of the target and/or the alleged perpetrator).
- Implementing appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident.

- If the bullying still persists, the Headteacher will inform the Chair of Governors and exclusion procedures will be considered in accordance with the Behaviour Policy.
- Discussing the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate.
- Liaising with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.).
- Keeping in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept appropriately informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implementing a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.).
- Monitoring the effectiveness of actions taken and reassessing/taking more actions if appropriate.
- Liaising with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to Children’s Services if appropriate.

If a parent/carer is not satisfied with our school’s actions, we ask that they follow our school’s complaint policy and procedures. This is available online from our school website and on request from the school office.

## **7. Recording Incidents of Bullying:**

All allegations of bullying, including child on child abuse (see [Keeping Children Safe in Education 2025](#)), whether proven or not, will be recorded on CPOMS (our internal recording system.) This allows us to spot patterns in pupils’ behaviour and monitor the effectiveness of our work and is monitored by the SENCo. All allegations are recorded and reported (anonymously) to the school governors termly.

## **8. Strategies for Preventing Bullying**

Strategies used include, but are not limited to:

- Using school procedures to deal with initial incidents.
- Having an active school council.
- Taking part in Anti-Bullying Week.
- Taking part in Safer Internet activities.
- Robust PSHE/RE curriculum.
- Themed days to promote equality and tackle prejudice.
- Opportunities to share pupil voice.

- Inclusive resources and displays.
- Social, Emotional, Mental Health support through counselling, play therapy.
- Specific interventions for identified groups and individuals.
- Worry boxes in classrooms
- Regular staff training and development

## **9. Links with other policies**

This policy links to the following other policies:

- Equality Information and Objective Statement
- Safeguarding Policy
- Behaviour Policy
- Complaints Policy
- Home School Agreement

All policies can be found on the school website or via the office.

## **9. Sources of further support**

National Bullying Helpline

<https://www.nationalbullyinghelpline.co.uk/about.html>

Anti-Bullying Alliance

<https://anti-bullyingalliance.org.uk/>

NSPCC

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

Childline

<https://www.childline.org.uk/searchpage/?query=bullying>

Kids Health

<https://kidshealth.org/en/parents/bullies.html?ref=search>

Young Minds

<https://www.youngminds.org.uk/young-person/coping-with-life/bullying/>