



Anti-Bullying Policy

Name of School	Petersgate Infant School
Date of review	July 2026
Date of next review	July 2027
Reviewed by	Becca Muir SENDCo and Designated Safeguarding Lead

School Vision

"for all children to grow into responsible, caring individuals who actively and positively contribute to the community."

At Petersgate Infant School, our vision outlined above is strengthened by our values of safety, caring, achievement, resilience and friendship. These values symbolise warmth, community and cohesion to ensure we are "working together to achieve our best".

As a school, we can apply these values through the following aims:

Aims

- Ensuring everyone stays healthy and safe.
- Ensuring everyone feels valued and has a sense of belonging.
- Providing a high quality learning environment.
- Helping everyone enjoy learning and achieving their best.
- Nurturing and developing the whole child.
- Ensuring everyone makes a positive contribution to the school and wider community.

Safeguarding at Petersgate Infant School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education.

1. Rationale

Petersgate Infant School is against all forms of bullying as every child has the right to come to school to feel **safe, respected, cared for and happy**. This includes bullying between pupils, staff members, parents and any other members of our community. We are committed to creating a school where bullying is **never tolerated**, and where children know they will be listened to, taken seriously and supported.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Bullying has a negative effect on all those involved; the target, the perpetrator and the bystanders. Every child and young person, including those who are vulnerable or disadvantaged, should have the best possible start in life. We aim:

- to ensure everyone stays healthy and safe
- to ensure everyone feels valued and has a sense of belonging
- to provide a high quality learning environment
- to help everyone enjoy learning and achieve their best
- to nurture and develop the whole child
- to ensure everyone makes a positive contribution to the school and wider community

2. Definition

Our definition of bullying is taken from Hampshire Children's Trust.

"Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Bullying hurts. No-one deserves to be a victim of bullying and everyone has the right to be treated with respect. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Adults or pupils who are bullying need to learn different ways to behave. As a school we have a responsibility to respond promptly and effectively to any issues of bullying. Keeping children safe is central to our work, dealing with bullying quickly and confidently is essential for their well-being. As outlined in the Keeping Children Safe in Education document (DfE September 2025, with updates from Sept 2026), child-on-child abuse (formerly known as peer-on-peer abuse) can take many forms, one of which is bullying.

Outlined below are the main types of bullying, all of which, the school will not tolerate.

The main types of bullying are:

- Emotional (being unfriendly, excluding, tormenting)
- Physical (hitting, kicking, punching, pushing, theft, other use of violence)
- Racist (racial taunts, graffiti, gestures)
- Verbal (name calling, sarcasm, spreading rumours, teasing, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber-bullying (e.g. misuse of social networks)

- Sexual (unwanted physical contact or sexually abusive comments with meaning and intent)
- Prejudicial based or discriminatory bullying

Behaviour is bullying behaviour if:

- It is repetitive, wilful or persistent;
- It is intentionally harmful, carried out by an individual or group; and,
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or reluctance to come to school. This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

National research shows that some groups of pupils are particularly vulnerable to bullying. These include:

- Pupils with SEND
- Pupils with English as an Additional Language
- Looked After Children
- Pupils from minority ethnic backgrounds
- Pupils from different faith groups
- Young carers

We take additional care to ensure all pupils—especially those at higher risk—feel seen, supported and safe.

3. Prevention

The systems in school encourage appropriate behaviour and this is supported by our Personal, Social, Health Education/SCARF Programme (PSHE/SCARF), our MyHappyMind programme, our assembly opportunities or our support programmes like Thrive. There is regular analysis of CPOMs entries which helps to identify potential bullying/ patterns of bullying.

The pupils are taught about friendships and encouraged to use appropriate behaviour through

- Circle times
- Buddying new children to the school
- PSHE lessons which reflect our SCARF values
- Assemblies specifically linked to SCARF values, especially caring, friendship and safety
- Learning specific to bullying during 'Anti-bullying Week' and Children's Mental Health Week – each year there is often a particular theme the school will focus on and this is further reflected on during the year
- Teaching kindness, respect and empathy in lessons and assemblies, including theme days/weeks like Empathy Day
- Teaching online safety and digital responsibility
- Celebrating differences and diversity through our curriculum, culture and enrichment opportunities

- Teaching children to be 'Upstanders' not 'Bystanders' and reporting any concerns to an adult
- Clear expectations around behaviour and relationships
- Working closely with families

Pupils are also taught what to do if someone tries to harm them physically or emotionally and this includes

- Saying 'stop it I don't like it'
- Walking away
- Telling an adult
- Staying with friends who they trust

Parents can help us by:

- Talking positively about friendships and feelings and how to maintain positive friendships
- Encouraging your child to speak to a trusted adult if worried
- Letting the school know early if something doesn't feel right
- Avoiding contacting other parents directly about incidents – trust the school have measures in place and speak to school first
- Modelling calm, respectful communication

4. Role of Governors

The Governing Body supports the Headteacher and the Senior Management Team (SMT) in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying in or related to the school setting, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Governing Body monitors any incidents of bullying that do occur and regularly reviews the effectiveness of this policy. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on the effectiveness of school anti-bullying strategies.

All allegations of bullying are dealt with by the Headteacher or a member of the SMT and these are taken very seriously. If a child makes an accusation of bullying, staff will reassure the child that they will be supported and kept safe. In line with the school's other safeguarding policies, practices and procedures, allegations made will not be dismissed as banter or 'as part of growing up'. All allegations will be taken seriously and acted upon in a timely manner, with support in place for the child.

5. Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. Staff in school should be aware of these possible signs and that they should investigate if a pupil:

- Is frightened of making the journey to or from school;
- Changes their usual routine;
- Is unwilling to attend school (school phobic);
- Begins to truant;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;

- Attempts or threatens to self-harm
- Absconds from school/ educational visit;
- Frequently reports they feel ill (where no known cause of illness is known or detected);
- Begins to do poorly in school work;
- Attends school in clothes torn or with damaged books/ equipment;
- Has possessions which are damaged or 'go missing';
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened when questioned to say what's wrong;
- Gives improbable excuses for any of the above

6. Procedures

In this school, pupils will be encouraged to report/discuss any behaviour they are not happy with. Initially teachers will try to deal with any incident in a supportive low-key manner to avoid further distress. Children understand that being a bystander or bystander behaviour is unacceptable and this will be dealt with in line with school policy.

An incident may be dealt with in the following way:

- Gathering information about the incidents by talking to staff, children, parents etc.
- Identify if the acts fulfil the criteria set out in our definition.
- If the incident is not bullying it will still be dealt with by talking to the child who has carried out the harmful behaviour and showing them that it was not appropriate, the other child was hurt and that it must not happen again. Further natural, logical or protected consequences may be carried out if appropriate in accordance with the Behaviour Policy, with the focus on how to repair a relationship.
- If the incident is bullying then the above measures will be taken and also the child's parents asked to meet with the headteacher to discuss the situation.
- In both cases, the situation will be monitored by all the staff both in class and in the playground.
- The child who has been harmed will be given support to disclose any further incidents.
- Parents of the hurt child will regularly be informed of their child's safety until such a time that all parties feel the situation has been resolved.
- The child who perpetrates bullying behaviour or is a bystander to the bullying behaviour will be supported to change their behaviour by e.g.
 - Discussions with a member of the senior management team
 - Additional home communication
 - Individual behaviour plan and/or individual risk assessment

Desired outcomes of such action:

1. The pupil who is bullying will be asked to repair the relationship and find ways of doing this, this can be supported. This could include (but is not limited to); a verbal apology, an apology card or letter. Additional steps may take place in line with the Behaviour Policy.
2. If possible, the pupils will be reconciled.

3. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

7. Conclusion

Through this policy, bullying will be minimised. In the exceptional circumstances where it does occur, the victim will be protected and a clear procedure will be followed consistently.

This policy will be monitored through children's surveys, parent questionnaires and by Governor monitoring visits.

Policy review date: July 2027