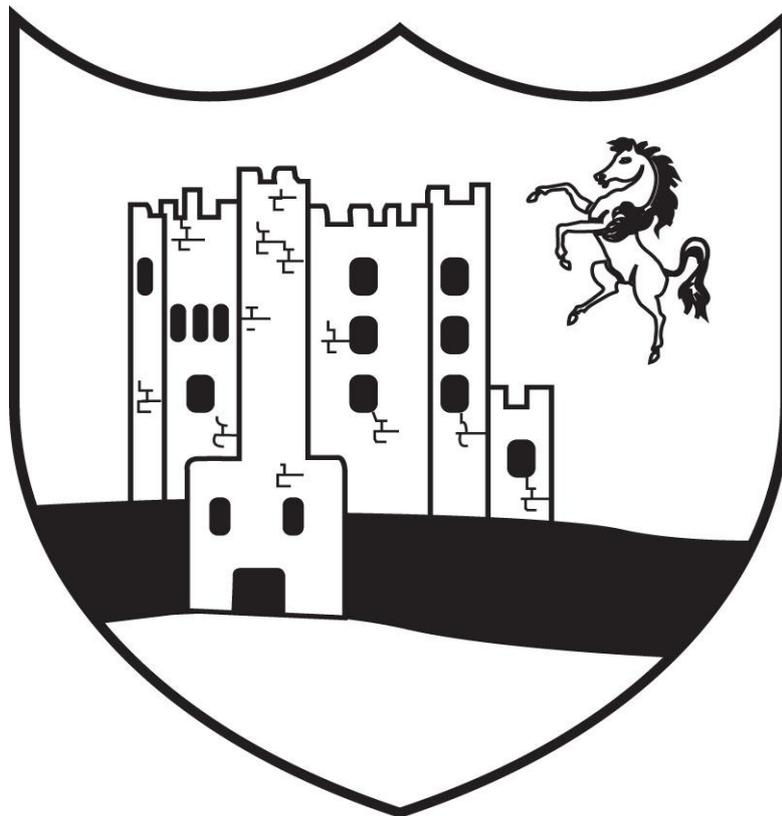


Balfour Infant School

Anti-Bullying Policy



Date Written: September 2025

Date ratified by Governors:

Next Review: September 2026

Key Contact Personnel in School

Designated Safeguarding Lead: Mr Joseph Pomeroy

Deputy Safeguarding Leads: Miss Cara Watson and Mrs Miranda Forbes

Named Governors with lead responsibility: Safeguarding governor Sue Moon

This policy is based on DfE guidance: Preventing and Tackling Bullying and Keeping Children Safe in Education. This policy will be reviewed at least annually and following any concerns and/or updates to national and local guidance or procedures.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Remote Learning Policy and Code of Conduct, Behaviour Policy, Child on Child Abuse, Violence and Harassment Policy as well as the school's Online Safety Policy. All policies can be found on the school website or copies can be obtained from the school office.

Aims

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur in whatever form they occur.

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.

Objectives

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying behaviour.
- Provide strategies for preventing and dealing with bullying promptly and consistently.
- Provide understanding and support for bullied pupils.
- Help build an anti-bullying ethos in the school.

Definition of bullying

The Anti Bullying Alliance's definition of bullying is

The **repetitive, intentional, hurting** of one person or group by another person or group, where the relationship involves an imbalance of power.

A child friendly 'definition' of bullying is any unkind action or comment that occurs towards one individual or group several times on purpose.

SEVERAL TIMES ON PURPOSE (S.T.O.P)

The main types of bullying are:

- **Physical** – pushing, hitting, kicking, pinching, any form of violence, threats
- **Verbal** – name calling, sarcasm, spreading rumours, persistent teasing, racism
- **Emotional** – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
- **Cyber** - using social media e.g. text, snap chat, instagram, whatsapp to send hurtful and/or threatening messages

Children are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to SEND
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers, looked after children, or otherwise related to home circumstances
- Sexist or sexual bullying

There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods.

Generative artificial intelligence (AI)

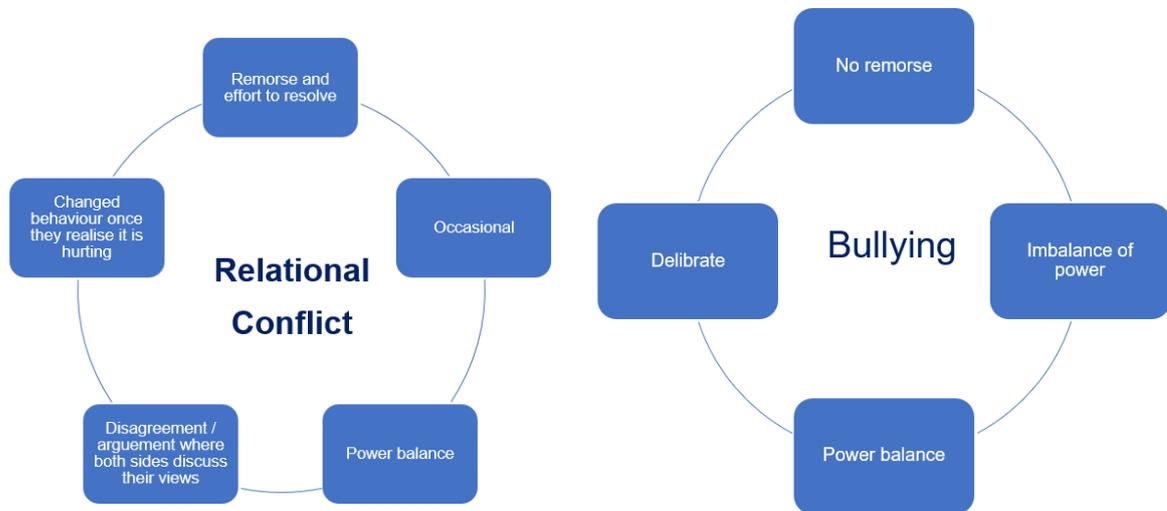
Artificial intelligence (AI) tools are now widespread and easy to access. Staff and some pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Balfour Infant School recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Balfour Infant School will treat any use of AI to bully pupils in line with our [anti-bullying/behaviour policy].

Bullying or relational conflict?

It is important to understand the difference between relational conflict and bullying, so that we are clear about when an incident is bullying and when it is not. The diagrams below explain key differences between relational conflict and bullying:



We will always take allegations of bullying seriously. Balfour Infant School recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Children who are more at risk:

- Children who are Refugees
- Children in receipt of free school meals
- The relationship between racist incidents and racist bullying
- Looked After Children
- Prevalence of bullying among looked after children
- Young Carers
- Appearance Targeted Bullying
- Identity Related and Homophobic, Biphobic and Transphobic Bullying

Responding to bullying

The following steps will be taken when dealing with any incidents of alleged bullying reported to the school:

1. If alleged bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
2. The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and involving them in any decision making, as appropriate.
3. The Designated Safeguarding Lead (DSL) / Headteacher will be informed of all alleged bullying concerns via CPOMS.

4. The Headteacher / DSL or another appropriate member of leadership staff will investigate the alleged bullying, including interviewing all parties involved.
5. As the investigation proceeds, a clear and precise account of alleged bullying incidents will be recorded and logged by the school.
6. On the conclusion of the investigation into alleged bullying, a decision will be taken on whether this is or is not a confirmed case of bullying.
7. Appropriate sanctions, for example as identified within the school Behaviour Policy, and support will be implemented in consultation with all parties concerned.
8. The school will speak with and inform other staff members, where appropriate.
9. The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate, and in line with Safeguarding policy and confidentially.
10. If necessary, other agencies may be consulted or involved, for example the police, if a criminal offence has been committed, or social services support if a child is felt to be at risk of significant harm.

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated.

When bullying is deemed to have taken place, the school supports all involved by:

- Supporting the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Discussing which rule/s have been broken
- Discussing strategies for making amends
- Support for individuals from outside agencies e.g. J LTS Therapeutic Services

For most types of bullying, the children involved will be interviewed and appropriate measures/sanctions (depending upon first/second occurrence among other factors) put in place to help ensure there is no re-occurrence of the behaviour. For example

- Time away from an activity
- Meeting with staff, parent and child
- Missing off site or extra curricula activities
- Time out from the classroom
- Pastoral support plan
- Internal exclusion
- Suspension

Roles and Responsibilities

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the Anti-Bullying Policy on request.

The Headteacher ensures that all children know that bullying is harmful and wrong, and as such it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and discuss any consequences or preventative measures.

The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. The school also promotes an open, supportive culture so that children feel they can share their concerns and trust that they will be acted upon.

The Role of the Teacher and Support Staff

All the staff in our school takes all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying or harassment, they will either investigate it themselves or refer it to the headteacher. The Headteacher is to be made aware of all incidents. Teachers and support staff do all they can to support the child who is being bullied as well as support the child who is acting in a harmful way to prevent any further bullying behaviours. If a child is being bullied, after consultation with the Headteacher, the teacher will inform the child's parents so they can support their child.

All bullying and harassment incidents are logged on CPOMs whether they occur in or out of class in the playground. The Designated Lead for Safeguarding (DSL) and the Deputy DSLs are tagged in to all incidents and the actions taken.

When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was harmful and unacceptable, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, the teacher needs to discuss the issue with the Headteacher and the Leader of Inclusion (LINC) with some urgency. The child's parents will be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies, such as

the social services as persistent issues with bullying are often linked to a child responding to trauma. The Lead for Inclusion may contact outreach services to support the children involved. Under extreme circumstances and when all other options have been exhausted the Headteacher may consider excluding the child (ren) who have acted harmfully to others.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children and to explore issues that may worrying them. This to helps create a positive atmosphere.

The Role of Parents

Parents 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 with some urgency. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure as found on the school website and contact the Governing Body addressing their concerns to the Chair of Governors.

Parents have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school. To this end we send all parents a copy of our Anti-bullying leaflet to help them understand what bullying is and how it will be dealt with by the school. We also ask all parents to sign and support the school's Home School Agreement. Parents are expected to support and collaborative with the school in ensuring that any agreed behaviour management plan and any risk assessments devised are adhered to.

The role of children

What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.

- Be strong inside – say “No!”. Walk confidently away. Go straight to a teacher or member of staff. Remember
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – don’t do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.

START TELLING OTHER PEOPLE (S.T.O.P)

- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

What do you do if You Know Someone Is Being Bullied?

Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.

Tell an adult immediately. Teachers will deal with the bully without getting you into trouble.

Do not take direct action yourself.

Useful links and supporting organisations

The following links may provide additional support staff and parents. Additional Links can be found at www.gov.uk/government/publications/preventing-and-tackling-bullying

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Online Bullying

Childnet: www.childnet.com

Internet Watch Foundation: www.iwf.org.uk

Report Harmful Content: <https://reportharmfulcontent.com/>

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Internet Safety

(UKCIS): www.gov.uk/government/organisations/ukcouncil-for-internet-safety

DfE 'Cyberbullying: advice for headteachers and school staff':

www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE 'Advice for parents and carers on cyber

bullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Anti-Bullying Alliance Online bullying and children and young people with SEN and

disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability)

[bullying/at-risk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability)

DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Sexual Harassment and Sexual Bullying

NSPCC 'Report Abuse in Education' Helpline: [0800 136 663](tel:0800136663) or help@nspcc.org.uk