

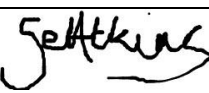


Marchwood Church of England Infant School

Anti-bullying Policy

Headteacher/Responsible Manager: Sally Atkins

Date approved: July 2026

Signed: 

Review due: July 2027

At Marchwood Infant our core Christian values of Love, Courage and Hope shape all that we do. We support children to become happy, confident and fulfilled individuals who build positive relationships. We help them understand and make a positive contribution to our diverse and rapidly changing society.

We believe that everyone is equal and we treat each other with dignity and respect. Our school is a loving place where everyone should be able to flourish in a loving and hospitable community.

Aims and Purposes of this policy

To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.

To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.

To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.

To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.

To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Definition of Bullying

It is important to distinguish between individual acts of aggression and systematic intimidation. Bullying refers to an ongoing pattern of verbal, psychological and/or physical aggression that is targeted at a particular individual.

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or a group of people towards another individual group, where the bully or bullies hold more power than those being bullied. If bullying is allowed, it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be varied and we recognise and seek to eliminate all types of bullying:

- Physical (eg. hitting, kicking, pushing or inappropriate/unwanted physical contact).
- Verbal (eg. name calling, ridicule, comments).

- Cyber (eg. messaging, social media, email).
- Emotional/indirect/segregation (eg. excluding someone, spreading rumours).
- Visual/written (eg. graffiti, gestures, wearing racist insignia).
- Damage to personal property.
- Threat with a weapon.
- Theft or extortion.

Persistent bullying can be based on any of the following things:

- Race (racist bullying).
- Sexual orientation (homophobic or biphobic).
- Special educational needs (SEN) or disability.
- Culture or class.
- Gender identity (transphobic).
- Gender (sexist bullying).
- Appearance or health conditions.
- Religion or belief.
- Related to home or other personal circumstances.
- Related to another vulnerable group of people.

Reporting bullying

It is our primary aim to prevent bullying through swift and early reporting and through tackling of minor issues.

All staff are responsible for looking out for signs of bullying and are duty bound to report behavioural incidents to the DHT or the HT. Effective reporting is part of keeping children safe and requires excellent communication within the staff team. We therefore record all incidents of behaviour and bullying on CPOMS.

All incidents of behaviour and bullying which have required an adult to support resolution are reported on CPOMS. This is monitored by the SLT, the SENCO and the governors. The Senior Lunchtime Supervisor reports any concerns directly to the class teachers or to the DHT or HT. Records of behaviour are reported termly to the Governing Body.

We encourage pupils as well to report any sign of bullying - and they are taught that by not saying anything (remaining silent) can be a form of collusion. We therefore strive to give them the courage, and the language, and ways in which they can stand up for one another.

When any report of bullying is received, any bullying or threats of bullying will be investigated and the bullying stopped quickly.

Parents with specific concerns should be encouraged to discuss them with the headteacher so that they can be investigated, logged and appropriate action taken.

The following steps will be taken when dealing with incidents that may be considered to be bullying:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. The following procedure will then be applied:

- A clear account of the incident will be recorded on CPOMS and shared with a member of the Senior Leadership Team;
- The headteacher, deputy headteacher or ELSA will interview all concerned and will record the incident and agreed actions;
- Parents of both parties will be informed;
- Sanctions will be used as appropriate and in consultation with all parties concerned.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience;
- reassuring the pupil;
- offering continuous support;
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by;

- discussing what happened and possible reasons;
- establishing the wrong doing and need to change;
- informing parents or guardians to help change the attitude of the pupil;
- providing support to the pupil as required.

Strategies to prevent and tackle bullying

Our school vision is at the heart of everything we do. Our vision ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

As a school we believe that in our role as educators, and alongside families, we play a fundamental role in eliminating bullying and teaching children how to protect both themselves and others.

Through our curriculum, we are therefore committed to:

- teaching children the strategies to self-manage and de-escalate peer incidents using the high five approach
- taking allegations of bullying seriously when the children feel that using their own words no longer has an impact.
- Providing opportunities for children to show leadership and take on responsibility.
- Teaching playground games and provide rich opportunities for collaborative play
- Exploring the idea of bullying within our PSHE programme of work (Heartsmart).
- Teaching children what to do if they feel they are being bullied online through our E-Safety lessons.

In addition we will:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We aim for parents to feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child.
- involve pupils in understanding the school's approach and in being clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- involve pupils to ensure our young children understand the terms 'bully' and 'bullying' and these terms are not misused to describe incidental friendship issues;
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies/guidance for computers;
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability or gender. Also children with different family situations, such as looked after children, separated parents or different living conditions such as Crisis Centres. We will also teach children that using any 'prejudice based' language is unacceptable;
- provide effective staff training to ensure all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support;

- make it easy for pupils to report bullying so that they are reassured that they will be listened to and incidents acted on by creating an inclusive environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;

Bullying outside of School

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and further actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language.

Prejudice Based Incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school. The headteacher regularly reports incidents to the governing body.

Monitoring the policy

The headteacher is responsible for monitoring the policy on a day-to-day basis. The SLT are responsible for monitoring and analysing the recorded data on bullying. Trends are actively sought, noted, reported and acted upon.

Evaluating and reviewing the policy

The headteacher is responsible for reporting to the governing body on how the policy is enforced and upheld.

The governors are in turn responsible for evaluating the effectiveness of the policy and will use data provided by the headteacher to make an assessment about the impact of this policy. They may also undertake to supplement this information, triangulating the information provided by the headteacher through in-school monitoring such as learning walks and focus groups with pupils.

If further improvements are required the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed in consultation with the whole school community including staff, pupils, parents, carers and governors.