CASSIOBURY INFANT & NURSERY SCHOOL

Anti-Bullying and Hurtful Behaviour Policy

Author	Senior Leadership Team
Date	September 2026
Adopted by	SDC
Review period	Annually
Date of Last Review	September 2025
Date of Next Review	September 2027

Introduction
Our school is committed to providing a safe, positive, valuing and inclusive environment for our children, staff and parents/carers. Our anti-bullying policy and practice plays an important role in this.

The following principles underpin our anti-bullying approach:

- ✧ Bullying and hurtful behaviour is, in all circumstances, unacceptable.
- ✧ All adults in our school community (staff, governors and parents/carers) are expected to be positive role models to children.
- ✧ Bullying is a shared problem and staff and parents will need to work together in partnership to resolve incidents.
- ✧ The safety and welfare of the children concerned will at all times be central to decisions about actions taken in response to bullying.
- ✧ Anti-bullying approaches will be consistent with the values of our school and in preparing children for life in an inclusive society. These include incorporating an acceptance of and valuing differences, the need to cope with difficult individuals and the role of forgiveness.
- ✧ When incidents have been dealt with, all parties should be supported and enabled to move on positively.

Definition
"Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical, verbal or indirect" DfEE Circular 10/95

Bullying occurs deliberately (on purpose) over a period of time.

Bullying behaviour can involve individuals or groups.
The following three dimensions collectively help us to define bullying behaviour*. Bullying behaviour can involve individuals or groups.

1. Bullying is intentionally hurtful.
It is the deliberate, unjustifiable and unprovoked use of aggressive or unkind behaviour. It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.

2. Bullying is a repeated experience.

Being bullied is the experience of persistent or repeated anti-social behaviour. However, occasionally there can be single incidents which constitute bullying because of the fear and intimidation that project beyond that initial incident.

3. Bullying also involves an inequality of power.
The person/s being bullied finds it difficult to reject or deal with the offending behaviour, or those involved in the bullying behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older, have more friends, are more established in the school or care less about the consequences of their actions.

*Please note: The school is required by the Local Authority to provide statistics of bullying incidents on a termly basis using the DfES definition (2000) which states that bullying incidents are: "deliberately hurtful (including aggression), repeated over a period of time, where it is difficult for victims to defend themselves".

Bullying can be:

- ✧ **Emotional -** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- ✧ **Physical -** pushing, kicking, hitting, punching or any use of violence
- ✧ **Racist -** racial taunts, graffiti, gestures
- ✧ **Sexual -** unwanted physical contact or sexually abusive comments
- ✧ **Homophobic -** because of, or focussing on the issue of sexuality
- ✧ **Verbal -** name-calling, sarcasm, spreading rumours, teasing
- ✧ **Cyber -** All areas of the internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera &video facilities (also refer to our Online Safety Policy)

All bullying behaviour is taken seriously, including subtle actions which can build up for individuals over time, eroding self-esteem and building unhappiness or a climate of fear.

The school avoids, at all times, labelling pupils as either victims or bullies. It is important that pupils who have been the targets of bullying/hurtful behaviours are able to see that this experience will end and that it is not the result of something about themselves that has attracted or deserved such treatment by others.

Similarly, children who have engaged in bullying behaviour will be expected to resolve the matter and change their behaviour. It should be remembered that there is no typical "bully". Many children may use bullying behaviours from time to time, either consciously or subconsciously.

Not all hurtful behaviour is bullying, but all hurtful behaviour is unacceptable in school. The following are examples of hurtful behaviour which may not be bullying:

- ✧ Children may fall out with their friends and engage in hurtful behaviour. Such experiences can be extremely distressing to the individuals involved.
- ✧ Children may retaliate against the hurtful behaviour of others.
- ✧ Rough play

Although not all hurtful behaviour is intentional, all hurtful behaviours are a matter of concern and will be dealt with by the school. Where pupils cause harm or distress without intent, the impact of their behaviour will be discussed and any continuance will be regarded as intentional.

Similarly, all unsafe behaviours and unsafe environment issues will be dealt with.

Strategies for preventing bullying
All incidents considered to be bullying (as defined above) are recorded on CPoms and monitored. Parents will be informally informed of the incident at the end of the day to give them a chance to speak with their child about what has gone on, and to discuss any concerns or follow actions with their child. The process for recording incidents is used to inform preventative strategies. Pupils will understand the school's procedures for responding to bullying and know that they are safe.

At all times children's concerns are our concerns. Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it.

Our Behaviour Policy details the behaviour standards set within the school. It is important for children to know that our planned procedures are being followed. In order to encourage pupils to continue to express their concerns, where appropriate, information is shared across the school about bullying incidents having been dealt with and resolved.

Whole School Assemblies are regularly used to reinforce positive anti-bullying messages and to raise issues concerning bullying across the whole school. Activities across the curriculum (largely through PSHE, SMSC and R.E.) develop pupils' understanding of what bullying is. Children are taught that each person is special and unique and that differences should be celebrated and should not be the focus of negative behaviour. In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and in how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to report their concerns to adults. Support is given to pupils who display behaviour which raises concern; this may be in-house support or referral to outside agencies.

Refer to our Behaviour Policy which details the reinforcement of the Golden Rules, Golden Time (celebrating good behaviour) and star of the week.

Procedures for dealing with incidents of bullying and hurtful behaviour (including staff responsibilities)
All incidents of bullying must be reported and all such reports will be taken seriously. The perspective of the person who feels bullied will contribute to understanding and establishing the seriousness of the incident. The school recognises that speed of response is important and wherever possible incidents will be resolved quickly. However, significant incidents will involve investigation and this can cause delay to the resolution. The school will need to take the time necessary to respond to and resolve incidents appropriately, while ensuring the safety of the child who feels bullied.

The role of all staff in responding to hurtful behaviour is made clear to them as part of their induction, including midday supervisors and teaching assistants. Teaching assistants will usually be involved as playground supervisors to give continuity of care. Incidents of bullying (see definition above) observed or reported at play, lunch times or at a time during the school day will be reported and recorded on CPOMs.

Single incidents of bullying behaviour must be reported to and will be dealt with by the class teacher. Follow up and ongoing monitoring will be conducted by the class teacher.

The Headteacher will be informed at all times, even if it is felt that the matter has been resolved. All repeated bullying behaviour should be reported directly to the Headteacher. All parents whose children are directly involved will be notified of significant incidents.

If the behaviour dealt with by class teachers continues, it will be referred to the Headteacher with the following consequences:

- ✧ Formal discussion with the child displaying the bullying behaviour
- ✧ Discussion with the parents of the child displaying the bullying behaviour
- ✧ Educational consequences at playtimes
- ✧ Educational consequences at lunchtimes
- ✧ Withdrawal of child from class to the Head teacher or Deputy
- ✧ Exclusion during lunchtime periods
- ✧ Suspension period from school
- ✧ Permanent exclusion

It would be hoped that for the majority of cases any incident could be resolved at an early stage using a reflect, restore, repair approach, before major sanctions are needed.

Responses to all bullying and hurtful behaviour will be educative and seek to ensure that this behaviour will not be repeated. A child who has been involved in bullying behaviour will be expected to take responsibility for the impact of their behaviour on others, the reasons for their behaviour will be explored and they will be expected to improve and change. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age-appropriate ways. Those who have been bullied have a right to know that action has been taken.

Persistent bullying could result in fixed term or permanent exclusion as a last resort. (See Behaviour Policy)

The weekly staff briefing will be used to share any concerns about pupils so that **all** staff can be alert to any concerning behaviour and the vulnerability of individuals. All staff are emailed minutes from the meetings. This includes MSAs so anyone who does not attend the briefings are aware.

The role/involvement of pupils
Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum. All pupils will be expected to develop appropriate witness behaviour and to show concern for others across the school community. Pupils will have opportunities to develop their resilience and problem solving strategies in the face of hurtful behaviour. Concerns and worries related to incidents and bullying in general may be explored and shared in 'circle time'. The seriousness of making false reports will be understood. Termly 'Anti-Bullying' / 'Well-being' Weeks also involves the pupils in developing knowledge and understanding about Bullying and also an opportunity to explore protective behaviours.

The role/involvement of parents
Parents have an important role in actively encouraging their child/ren to be a positive member of the school. Dealing with behaviour problems effectively requires the school and parents to work in partnership. To this end it is included in the Home School Agreement. If parents have concerns about bullying or hurtful behaviour they should take up those concerns with the class teacher or the Headteacher **as soon as possible**.

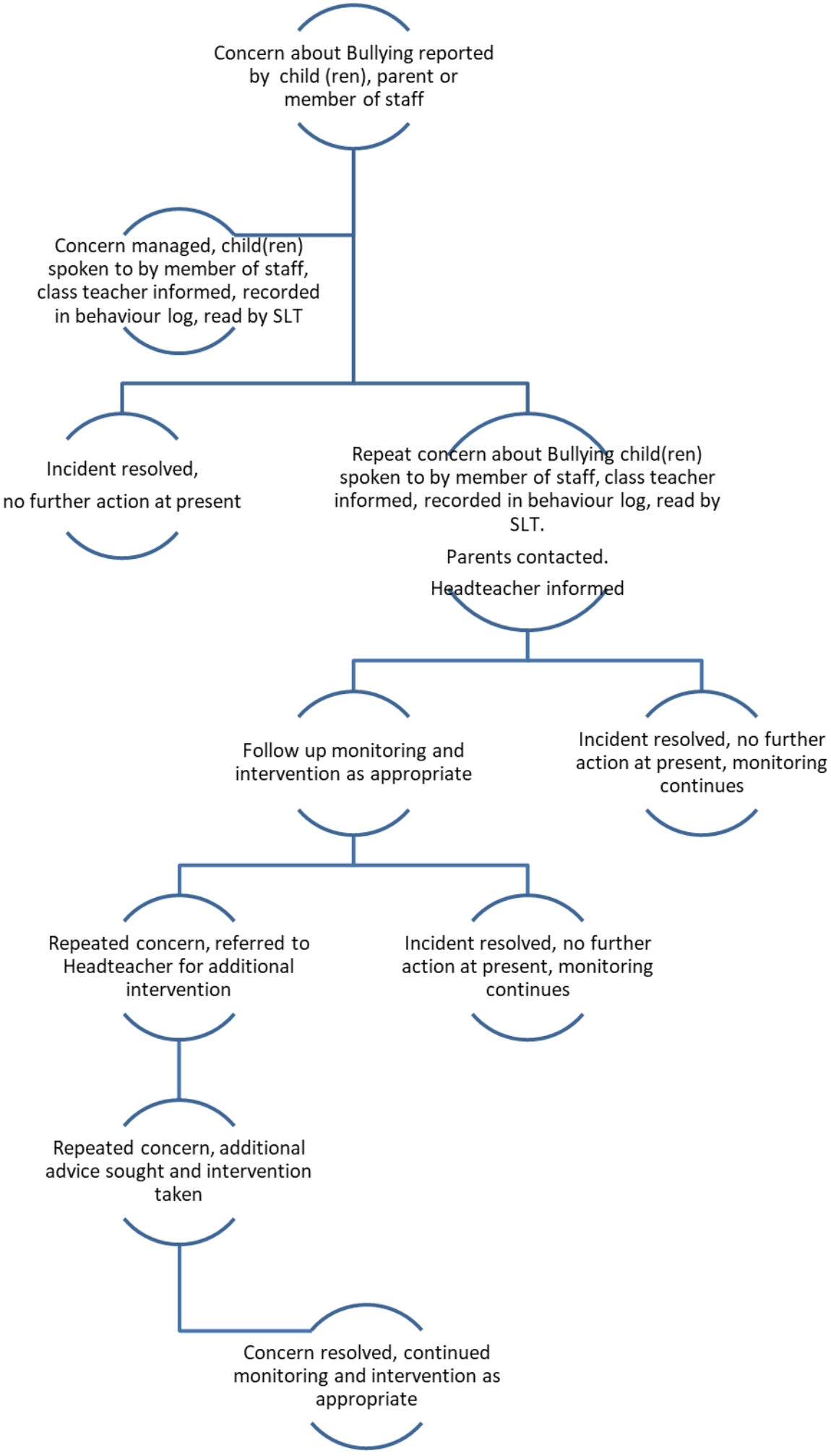
Parents should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents of other parties, involved or otherwise.

Whilst we recognise that parents who are friends may wish to resolve matters informally, they are advised that the school should always be made aware of tensions and difficulties between children so that they can be supported appropriately. The best place to resolve conflicts between children is in school where all sides and aspects of incidents can be explored.

Parents are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular, parents are requested not to spread stories about incidents. Partial information can be inaccurate and may affect the reputation of the school and of individual children and damage the atmosphere in the school community.

Parents will be informed of any significant incidents involving their children in order to enable them to support their child and the school in seeking resolution and restoring a safe environment for all children.

We can only respond to incidents of which we are made aware

The role/involvement of governors
The Governing Body supports the Headteacher in all strategies to eliminate bullying from our school, while still recognising that it is likely to occur in school from time to time. It is the responsibility of the Governing Body to monitor and review the anti-bullying policy and its effectiveness. They require the Headteacher to keep records of all bullying incidents and to report on the effectiveness of the school anti-bullying strategies. Reports of Bullying are detailed to Governors in the termly Headteachers report at Full Governing Body Meetings.

Below is an example of how concerns of Bullying may be addressed: