



# Anti-Bullying Policy

Purlwell Infant and Nursery School

**Approved by:** School Governing Board

**Ratified:** February 2026

**Last reviewed:** December 2025

**Next review due by:** December 2026

**Reviewed by:** Headteacher

## Principles and Values

At Purlwell Infant & Nursery school bullying will not be tolerated. Learners and parents/carers should be assured that they will be supported when bullying is reported. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. We have high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

### Aims

To work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

### What Is Bullying?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, **'lots of times, on purpose'**.

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Learners who are bullying need to learn different ways of behaving.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Direct or indirect Verbal
- name-calling, sarcasm, spreading rumours, teasing
- Cyber bullying All areas of internet ,such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology , i.e. camera & video facilities

Bullying may be related to:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying

### Bullies and Victims

Bullying takes place where there is an imbalance of power of the bully over the victim. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Research shows that children whose parents/carers are over-protective, may fall into the category of bully or victim in almost equal numbers. This makes these children more vulnerable to being bullied or becoming bullies, but this group is not exclusive.

Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs.

Staff should be able to identify learners who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Provocative Victim – research shows that some children are provocative victims – this means that they actively seek responses from others, often using their own behaviours to insight a reaction from others to either bring attention to themselves or to get others into trouble.

## **Signs and Symptoms**

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

- is frightened of walking to or from school
- changes their usual routine
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- lack of eye contact
- change in attitude to people at home.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## Outcomes

1. All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.
2. Parents/carers of the victim may also be questioned about the incident or about their general concerns.
3. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. Eg a parent being informed about their child's behaviour.
4. In some cases, outside agencies may be requested to support the school or family in dealing with bullying eg police, counsellor etc.
5. In serious cases, suspension or even exclusion will be considered.
6. If possible, the learners will be reconciled.
7. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## Prevention

We use a variety of methods for helping learners to prevent bullying through class assemblies, Circle Time, PSHE lessons and we take part in Anti-Bullying week.

All staff actively encourage learners to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying, this will inform learners that we are serious about dealing with bullying and leads to open conversations and increased confidence in learners to want to discuss bullying.

Staff will reinforce expectations of behaviour as a regular discussion.

Staff follow the Trust Equality Info and Objectives Policy and the Trust's approach to Equity, Diversity and Inclusivity; welcoming every child to our school. Staff must be careful not to highlight differences between learners or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Groups/gangs bring about the imbalance of power and must be broken up from around the central bully. Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry' box
- Discuss it as part of your Circle Time
- Ring Childline and follow the advice given

## **Recording of Bullying Incidents**

When an incident of bullying has taken place, staff must be prepared to record and report each incident. In the case of racist bullying, this must be reported to the Headteacher and reported to the LA. Confirmed cases of bullying must be recorded in the bullying log.

All incidents of bullying will be discussed with all relevant staff and parents/carers of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future.

## **Advice to Parents/Carers**

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents/carers should be informed and will be asked to come in to a meeting to discuss the problem
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
5. An attempt will be made to help the bully (bullies) change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

## **HELP ORGANISATIONS:**

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support , links and advice.