Hallcroft Infant
&
Nursery School

Anti-Bullying Policy

November 2026

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Introduction

At Hallcroft Infant and Nursery School we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people and celebrating diversity.

We recognise that school has a responsibility to have an understanding of the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school has taken into account their needs and then any actions taken by the school do not put the pupil at greater harm.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2025) and was formulated in consultation with the whole school community with input from:

- Members of staff - through regular agenda items at staff meetings, consultation documents, surveys
- Governors - discussions at Governors Meetings, trainings
- Pupil Voice – during assemblies and discussions pupils contribute to the development and maintenance of our policy
- Parents – parent governors have contributed through discussions at Governors Meetings

This policy is available

- On the school website
- From the entrance hall in school
- Summary leaflet available from the school office

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies. The Head Teacher takes the role of Anti-Bullying co-ordinator who has general responsibility for handling the implementation of this policy.

The responsibilities are:-

- Policy development and review involving pupils, staff, governors (inc. parent governors)
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents – bullying logs are kept on Scholar Pack
- Assessing and co-ordinating training and support for staff where appropriate
- Co-ordinating strategies for preventing bullying behaviour

The Designated Safeguarding Lead is Jo Cook (Head Teacher) and the Deputy Designated Safeguarding Leads are Katie Allen, Sian Babenko and Sarah Davy they may be involved with discussions relating to this policy.

Safeguarding is the responsibility of all staff, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns – see Safeguarding Policy.

The nominated Governor with the responsibility for Anti-Bullying (Behaviour) is: The Chair of Governors, Mrs K Stacey, who can be contacted via the school office.

Definition of Bullying

At Hallcroft Infant and Nursery School we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online."

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race & ethnicity, religion & belief, gender identity, sex, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware that occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following an episode of relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any

incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

At Hallcroft Infant and Nursery School we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling and gossiping.
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion, posting / sharing socially embarrassing material etc.
- Indirect – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation.
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, sexist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their sex, religion or beliefs, race/ethnicity/nationality; or because they have a learning or physical disability; or because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is. It may include misogyny or misandry and be sexist in nature. Such language and behaviour are generally used to refer to something or someone as inferior.

Under the Equalities Act of 2010 it is against the law to discriminate against anyone because of: age, being or becoming a transsexual person, being married or in a civil partnership, being pregnant or having a child, disability, race including colour, nationality, ethnic or national origin including Gypsy, Roma Travellers, religion, belief or lack of religion/belief, sex/gender, sexual orientation. **These are called protected characteristics.**

As part of the requirement on schools to promote fundamental British Values schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident and report them to the local authority for monitoring purposes.

Other vulnerable groups include:
Young carers
Looked after children
Bullying related to home circumstances
Bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately. Our school also understands that some behaviour such as 'baiting' or 'false friendships' may constitute as bullying, we will consider the context of all incidents and aim to support all children involved.

Our school understands that banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying, and it can be an important part of social bonding and friendships. At the same time, we know that some bullying in society is passed off as 'just banter', and we know that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

Our school defines 'prosocial banter' as 'playful, typically funny, teasing between friends'. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of the bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying. School staff will distinguish between banter and bullying by taking careful consideration of the *intention, content and topic* of reported incidents.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

Where does bullying take place?

At Hallcroft Infant and Nursery School we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

We anticipate the full support of parents/carers and families during our investigations of reports of bullying or relational conflicts and request that they work in partnership with our school colleagues to help provide all evidence and context to any reported incidents (particularly when alleged incidents have taken place online). We ask that parents/carers remain vigilant about their children's online activities and behaviour online, and work in partnership with the school to educate children about the importance of online safety.

How to report bullying concerns

At Hallcroft Infant and Nursery School we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people), this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

The systems for reporting are:

- Children must tell an adult they feel they can trust if they are being bullied or if they see anyone else bullying someone.
- Parents/carers must report to the class teacher initially and then to the Head Teacher or Deputy Head Teacher.
- Any concerns may be reported verbally or in writing via letter or email.
- We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to.

How our school will respond to reports of bullying

At Hallcroft Infant and Nursery School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected.

If the criteria for bullying is met the incident(s) will be taken seriously and investigated. The staff are aware of and follows the same procedures:

- Interviewing all parties and recording all factual evidence. If after this interview the incident is deemed as bullying parents and carers will be informed and subsequent steps will be followed. If not it will be dealt with through our behaviour policy.
- Responses may vary according to the type of bullying and may involve other agencies where appropriate and a range of support will be offered that is appropriate for the situation.
- We use a range of follow up responses and support appropriate to the situation for all involved such as circle time and individual work with victim, perpetrator, bystanders and others affected by the bullying.
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These will be graded according to the seriousness of the incident but aim to send out a message that bullying is unacceptable.
- Follow up especially keeping in touch with the person who reported the situation, parents/carers. This includes using our Complaints Procedure for parents/carers who are not satisfied with the schools actions
- Liaising with the wider community if the bullying is taking place off the school premises, i.e. in the case of cyberbullying or hate crime.
- If required fixed term and/or permanent exclusions will be used.
- Liaise with the Designated Safeguarding Lead if there are any safeguarding issues to consider – who may refer on to the Multi Agency Safeguarding Hub.
- Refer to the Nottinghamshire County Council Pathways to Provision and complete an EHAF if appropriate.

Recording bullying and evaluating the policy

Any bullying incidents which occur will be recorded by the member of staff who deals with the incident and this will be stored in the red file by the HT.

Prejudice related bullying/incidents will also be recorded for information and to inform planning of interventions should they be required.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the Head Teacher report.
The policy will be reviewed and updated annually.

Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils, we at Hallcroft Infant & Nursery School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Strategies used both as part of the curriculum and across the whole school including celebrating good behaviour and achievements. For example:

- PSHE and Jigsaw (KS1) lessons and cross curricular activities, circle time.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety – for example – visit from the NSPCC "Speak Out".
- Ensuring that images and materials used reflect all groups in British society.
- Taking part in 'Odd Socks Day' in November for Anti-Bullying week.
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- All staff model expected behaviour

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

Policy	How it may link
Child-on-child Abuse Policy (Previously named 'Peer-on-peer')	Includes links to bullying – specifically sexualised bullying and exploitation
Behaviour Policy	Includes details about the rewards and sanctions for pupils
Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Online E-Safety Policy	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equality Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
PSHE and RSHE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: 21.11.2025
Date to be reviewed: As required and when advice from County changes.

Some useful organisations for schools:

When creating our Anti-Bullying policy and updating our Anti-Bullying strategy, the following key documents and websites have been referred to:

- KCSiE 2025: Keeping children safe in education - GOV.UK (www.gov.uk)
- Working Together to Safeguard Children: Working together to safeguard children - GOV.UK (www.gov.uk)
- Preventing and Tackling Bullying 2017: Preventing bullying - GOV.UK (www.gov.uk)
- Equality Act 2010 guidance: Equality Act 2010: guidance - GOV.UK (www.gov.uk)
- Education and Inspections Act 2006: Education and Inspections Act 2006 (legislation.gov.uk)
- Relationships and sex education (RSE) and health education guidance: Relationships and sex education (RSE) and health education - GOV.UK
- Anti-Bullying Alliance website for information about bullying, Anti-Bullying week, whole school approaches etc.: Anti-Bullying Alliance
- Nott Alone website – separate pages of information for children and young people, parents and carers and professionals: Bullying | NottAlone
- Anti-Bullying Padlet

The following organisations provide support for schools and parents/carers dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners
Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national free phone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training events, campaigns, undertaking research and creating resources

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities:
Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental Health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, Religion and Nationality

Anne Frank Trust: Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism and homophobia

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advise on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual Harassment and Sexual Bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-Bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.