



Limes Farm Infants School & Nursery

Anti-Bulling Policy

Adopted by Governors: October 2026
To be reviewed: October 2028



Legal Framework

This policy has due regard to all relevant legislation and statutory guidance, including but not limited to:

Education Act 1996 & Education Act 2011
Education and Inspections Act 2006
Equality Act 2010
Protection from Harassment Act 1997
Malicious Communications Act 1988
Public Order Act 1986 & Crime and Disorder Act 1998
Communications Act 2003 & Human Rights Act 1998
DfE (2024/2026) Keeping Children Safe in Education (KCSIE)
DfE (2023) Working Together to Safeguard Children
DfE (2017) Preventing and Tackling Bullying
DfE (2022) Searching, Screening and Confiscation: Advice for Schools
DfE (2021) Sharing nudes and semi-nudes: advice for education settings
Early Years Foundation Stage (EYFS) Statutory Framework

Statement of intent

At Limes Farm Infant School and Nursery, we believe that every child is entitled to learn, play, and grow in a safe, warm, and supportive environment free from all forms of bullying behaviour. Grounded in our school ethos — **"Belong, Learn and Enjoy!"** — we foster an inclusive community where diversity is celebrated, difference is respected, and kindness is actively promoted.

Under Section 89 of the Education and Inspections Act 2006, schools must have measures in place to encourage good behaviour and prevent all forms of bullying. This policy operates alongside our *Behaviour Policy*, *Child Protection and Safeguarding Policy*, and *PSHE / Relationships and Health Education Policy*.

We maintain a zero-tolerance approach to bullying. All members of our school community — staff, governors, parents, and pupils — work in partnership to prevent bullying and respond swiftly, decisively, and supportively whenever incidents occur.

1. Definitions and Understanding Bullying in Infant Settings

In line with our EYFS and Key Stage 1 setting, we recognise that young children are developing their social skills, learning boundaries, and exploring relationships. Unkindness or one-off conflict will be addressed through our Behaviour Policy.

Bullying is defined as persistent, repeated, and deliberate behaviour by an individual or group with the intention of physically, verbally, or emotionally harming another person where a power imbalance exists.

Key characteristics of bullying:

- **Repetition:** Incidents happen repeatedly over time rather than being an isolated disagreement.
- **Intent:** Behaviour is intended to cause distress or harm.
- **Targeting:** Actions are directed at a specific individual or group.
- **Power Imbalance:** The target feels unable to defend themselves due to physical, social, or developmental differences.

2. Vulnerable Pupils & Protected Characteristics

We recognise that certain children may be more vulnerable to bullying. We actively safeguard pupils who:

- Have Special Educational Needs and Disabilities (SEND).
- Are Looked After (CLA) or adopted.
- Come from socioeconomically disadvantaged backgrounds.
- Belong to minority ethnic backgrounds (including Gypsy, Roma, and Traveller communities).
- Have diverse family structures (e.g., LGBTQ+ families).
- Suffer from health conditions or have young caring responsibilities.

3. Types of Bullying

Bullying can manifest in several ways:

- **Physical:** Hitting, kicking, pushing, pinching, taking or damaging belongings.
- **Verbal:** Name-calling, persistent teasing, taunting, threatening language.
- **Emotional / Relational:** Deliberately excluding someone from play or friendship groups, spreading rumours, isolation.

- **Cyberbullying:** Using digital devices, apps, or media to send hurtful messages or share pictures (relevant to online interactions outside or inside school).
- **Prejudice-Based / Discriminatory Bullying:** Targeting someone due to protected characteristics under the Equality Act 2010 (racist, homophobic/transphobic slurs or family assumptions, ableist mocking, sexist comments).

4. Roles and Responsibilities

The Governing Body is responsible for:

- Reviewing and evaluating this policy to ensure compliance with equality and safeguarding duties.
- Monitoring anonymized bullying records and identifying patterns to inform school improvements.
- Appointing a Safeguarding Link Governor to liaise with the Designated Safeguarding Lead (DSL).

The Headteacher & Leadership Team are responsible for:

- Implementing this policy and ensuring all staff receive appropriate training.
- Maintaining the electronic **Bullying Log / Safeguarding Record System** (e.g., CPOMS/MyConcern) to record and track reported incidents.
- Analyzing trend data regularly to adapt whole-school prevention strategies.
- Engaging with parents/carers, local trust networks (EFSPT), and external agencies as appropriate.

Teachers and Support Staff are responsible for:

- Fostering an atmosphere of safety, respect, and belonging in every classroom.
- Being vigilant to changes in pupil behaviour, social dynamics, and signs of distress.
- Taking all allegations of unkindness and bullying seriously, acting immediately.
- Recording concerns accurately on the school's safeguarding/behaviour system.
- Supporting restorative processes and follow-up checks for all pupils involved.

Parents and Carers are responsible for:

- Promoting respectful behaviour and kindness at home.
- Reporting any concerns about potential bullying or changes in their child's behaviour to the class teacher or DSL promptly.
- Partnering with the school to resolve issues constructively.

Pupils are encouraged and supported to:

- Be a "kind friend" and live out our motto: *Belong, Learn and Enjoy!*

- Tell a trusted adult immediately if someone is being unkind or if they feel unsafe.
- Never retaliate physically or verbally.

5. Prevention & Ethos (*Belong, Learn and Enjoy!*)

Prevention is embedded within our daily routines and early years pedagogy:

1. **Curriculum Integration:** Anti-bullying concepts, empathy, and respect are explicitly taught through our PSHE/Relationships Education curriculum, assemblies, and the NSPCC "Speak Out, Stay Safe" program.
2. **Promoting Belonging:** Interactive group work, buddy systems, lunchtime champions, and clear playground routines help every child feel included.
3. **Safe Spaces:** Designated "quiet areas" and safe places supervised by staff are available during outdoor play for children seeking a quiet moment or support.
4. **Transition Support:** Tailored buddying and DSL check-ins are arranged for pupils joining mid-year or who are identified as vulnerable.
5. **Staff Vigilance:** All staff receive annual safeguarding training, including recognising subtle signs of relational bullying and child-on-child abuse.

6. Child-on-Child Abuse

In compliance with KCSIE, Limes Farm Infant School and Nursery maintains a zero-tolerance policy towards all forms of child-on-child abuse (formerly termed peer-on-peer abuse).

- Abuse will **never** be passed off as "banter", "boys being boys", or a normal part of growing up.
- Staff understand that young children may display developmentally inappropriate, problematic, or harmful sexualised behaviours. Any such behaviour will be handled sensitively through our Child Protection and Safeguarding Policy, in consultation with the DSL.
- Where a child is at risk of significant harm, referrals to Children's Social Care or local early help networks will be made immediately.

7. Cyberbullying and Digital Safety

Although primary age pupils are young, we recognise that digital exposure occurs outside school hours.

- Online safety is integrated into the computing and PSHE curriculum.
- Staff are trained on digital indicators of distress.

- The Headteacher and DSL reserve the right to investigate reported online incidents involving pupils that impact school life or pupil wellbeing, working alongside parents.

8. Procedures for Managing Bullying Incidents

When an allegation or incident of bullying is reported, staff follow a clear step-by-step process:

1. **Immediate Care:** First aid is provided if needed; the child's immediate physical and emotional safety is prioritised.
2. **Separate Gatherings:** The class teacher/senior leader gathers accounts from involved parties and witnesses separately in a calm, non-confrontational setting suitable for young children.
3. **Investigation & Recording:** Details are logged in writing/electronically on the school system. Staff avoid premature assumptions and listen carefully.
4. **Safeguarding Triage:** The DSL reviews the situation to determine if safeguarding protocols or external multi-agency support are required.
5. **Parental Communication:** Parents of both target and perpetrator are informed promptly to discuss findings and agreed action plans.

9. Sanctions & Support Framework

Sanctions and support are applied simultaneously to foster positive behavioural changes.

Support for the Targeted Pupil:

- Reassurance that reporting was the right decision.
- A dedicated adult / Wellbeing Mentor for regular check-ins over a minimum 6-week period.
- Buddy allocation during playtimes.
- Involving parents in an ongoing support plan.

Sanctions and Intervention for the Perpetrator:

- Age-appropriate consequences in line with our Behaviour Policy (e.g., loss of play privileges, reflection time with a senior leader).
- Guided restorative conversation to understand the impact of their actions on others.
- Supported apology (written, drawn, or verbal — only with the full consent of the targeted child).
- Targeted interventions to address underlying social, emotional, or mental health needs.

10. Bullying Outside School Premises

Under Section 89(5) of the Education and Inspections Act 2006, the Headteacher has the authority to address pupil conduct that occurs off school grounds (e.g., on school journeys, local parks, or online) where it affects the well-being of pupils or the orderly running of the school. Reported incidents off-site will be investigated, supported, and sanctioned accordingly.

11. Record Keeping, Monitoring, and Review

- All incidents are recorded securely by the DSL/Headteacher.
- Trend data is analysed termly by the Headteacher and reviewed by the Governing Body.
- This policy is formally reviewed every two years (or sooner if statutory guidance changes) by the Headteacher and the Safeguarding Link Governor.