



That they may have life; life in all its fullness - John 10:10

Hordle CE (VA) Primary School and Nursery

ANTI-BULLYING POLICY 2025/26

Any reference to ‘the school’ throughout this policy shall mean Hordle CE (VA) Primary School and Nursery.

Through an education rooted in God’s love and grounded in our community through teamship, our children will shape their identity to become aspirational learners, with enquiring minds and deeply held personal values ready to take on their responsibilities; living life in all its fullness as Global Citizens of the future



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1. Introduction

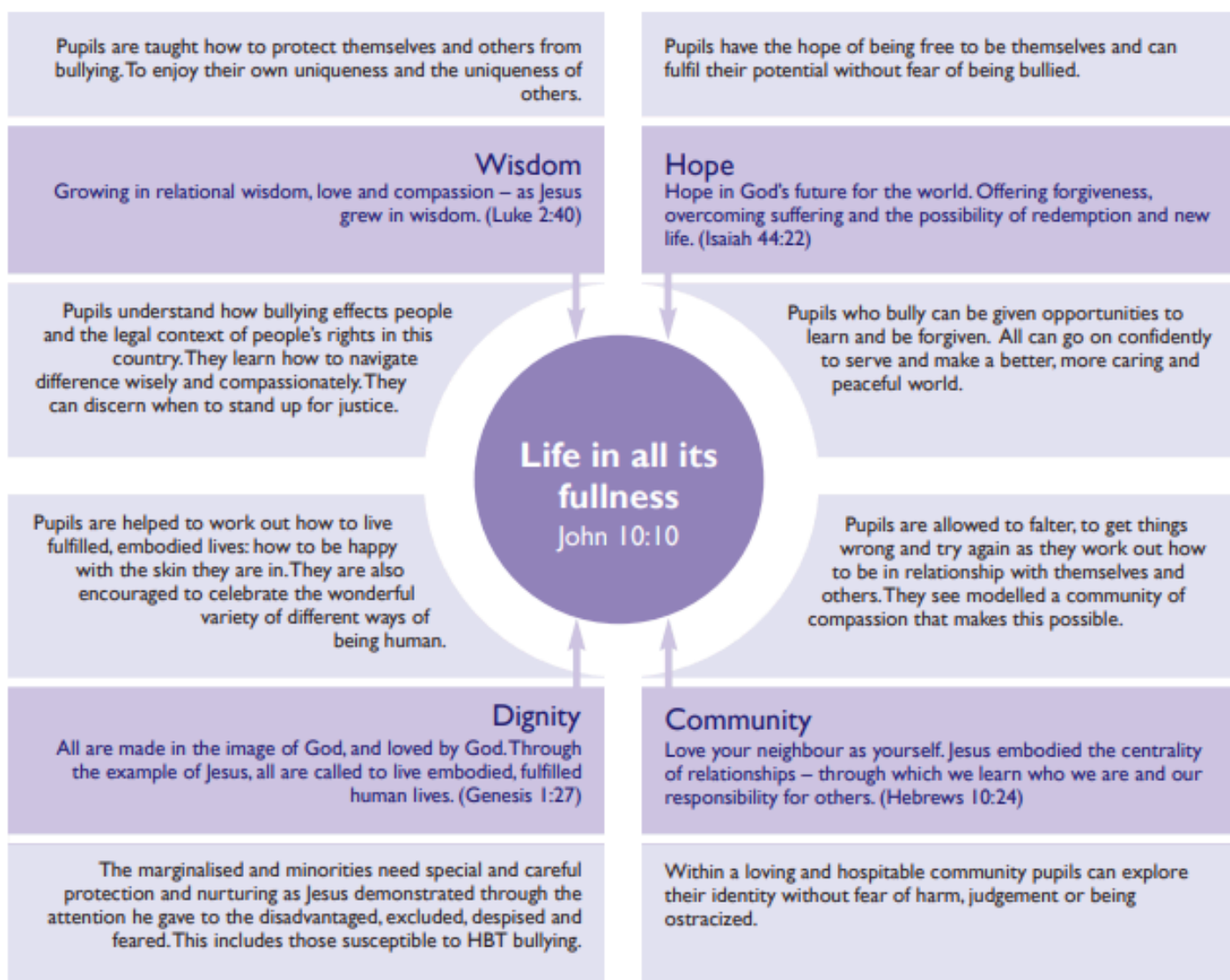
In our [church school](#) vision statement, we commit to challenge all that would constrain the human spirit. We recognise bullying as one of these challenges and in compiling this policy we have considered, not only our own mission and vision for the lives we want our children to lead, but also the wider professional context of Church Schools.

2. Aims

Our aims are set within the four cornerstones of a deeply Christian education which serves the common good:

- **Teamship (community)**
- **Aspiration (hope)**
- **Identity (dignity)**
- **Learning (wisdom)**

This policy is set within the context of this ethos:





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3. Anti-Bullying in Our Curriculum



- **Globally Fit** - we understand, accept and are tolerant about difference both across the world in our own country
- **Media and Digitally Fit** - we are careful only to share what is kind or relevant online
- **Mind and Body Fit** - we understand that both emotional and physical bullying can both hurt us deeply and cause damage that can be seen and unseen
- **Spiritually Fit** - we understand that God has taught us laws that help us learn how to behave towards one another
- **Communication Fit** - we can use the power of our words - prayer, posters, poetry etc to persuade others not to bully and inform about the effects of bullying

4. Development of The Policy

In compiling this policy we have consulted with staff, governors, families and children the latter of whom created the pupils' charter at the end of this document.

5. Purpose of This Policy

Our purposes include:

- Ensuring a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- Creating an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- Ensuring a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- Informing pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- Outlining our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

6. Definition: What is 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. It is behaviour that strikes at the very heart of our Christian community.



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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 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.

It is important to recognise the differences between unkind behaviour, bullying and child-on-child abuse (KCSIE 2025). We define them to be the following:

- Unkindness: One-off, thoughtless or rude behavior not intended to harm
- Bullying: Repeated, targeted unkind behavior
- Child-on-Child Abuse: Harmful behavior that causes physical, emotional, or sexual harm, often with power imbalance

When discerning between types of behaviour, we use the following factors to consider whether the behaviour is unkindness, bullying or child-on-child abuse and act accordingly.

	Unkindness	Bullying	Child-on-child Abuse
Frequency	Isolated incident	Repeated, targeted behaviour over time	Repeated or ongoing — but <i>can</i> be one serious incident (e.g. assault, upskirting)
Intent	Possibly careless, immature, or thoughtless	Often deliberate and sustained; aimed at hurting, excluding or humiliating	Often intentional and meant to harm, control, intimidate, or humiliate
Power Imbalance	Usually equal power	Emerging or subtle imbalance (popularity, group dynamics)	Clear power imbalance (age, strength, SEND, coercion, fear, sexual exploitation, etc.)
Impact	May cause upset but manageable with reflection/apology	Ongoing emotional distress, fear, social withdrawal	Significant harm, trauma, fear, shame; can be long-term and serious
Type of Behaviour	Rudeness, exclusion, silly joke	Verbal, social, or physical harm repeated over time	Sexual violence/harassment, coercion, exploitation, grooming, criminal behaviour

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

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact) Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours) Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon



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- 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

7. Reporting Bullying

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

All staff are responsible for looking out for signs of bullying and are duty bound to report behavioural incidents to their line managers. 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. Staff receive training on responding to bullying through Safeguarding training (INSET and staff newsletters).

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 keeps detailed records of behaviour and reports on behaviour matters, including any bullying incidents. These incidents are followed up with the Behaviour Team. Behaviour reports, including statistics around bullying, are shared with governors termly.

We encourage pupils as well to report any sign of bullying - and they are taught about the way in which silence can be a form of collusion. We therefore strive to give them the courage, language framework and means to stand up for one another.

We aim that reporting at this school become part of our culture not a process

8. Preventing Bullying

Our school vision is at the heart of everything we do and 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.

Education is the first defence against bullying. As a school we believe that 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 rich and rigorous curriculum, we are therefore committed to:

- teaching children strategies to self-manage and de-escalate peer incidents using the Hordle Stay Safe Code. "PLEASE STOP IT - I DON'T LIKE IT" This is taught and embedded from EYFS and is a universal language within our school
- teaching our three school rules of 'Ready, Respectful and Safe' which allows children to have the language to explain when things have gone wrong
- taking allegations of bullying very seriously when the children feel that the Hordle Stay Safe code is no longer having an impact
- providing opportunities for children to show leadership and take on responsibility
- teaching playground games and provide rich opportunities for collaborative play
- rigorously exploring the issues of bullying within our P.S.H.E. programme of work



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- teaching children what to do if they feel they are being bullied online through our E-Safety lessons
- ensuring our children understand their role as part of the Hordle family e.g. buddies
- empowering our children to know that they can make a difference

In addition:

- The children create their own, pupil-friendly, anti-bullying charter to ensure that all pupils understand the policy and know how to report bullying (see end of this document)
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Stereotypes are challenged by staff and pupils across the school.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- Participating in National Anti-Bullying initiatives annually, including 'Anti-Bullying Week' and Odd Socks Day where children have a specific anti-bullying related focus

9. 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 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.

10. 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. The Behaviour Team follows up derogatory language through behaviour meetings and subsequent actions.

11. 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. The Behaviour Team follows up prejudice-based incidents through behaviour meetings and subsequent actions.

12. Exclusion

Exclusion is only ever used as a last resort. It is our compassionate ethos that we aim always to include our children. We will never respond to pressure from parents to use this as a tool.

However, following rigorous adherence to the process above, should a child fail to respond to these initiatives and continue to exhibit highly damaging behaviour, the headteacher may, in exceptional circumstances, choose to issue a fixed term or permanent exclusion. Parents would be notified both in person and in writing of this decision.



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Governors are required to ratify the headteacher's decision as part of the Governor's Exclusion Committee.

All incidents of exclusions are reported to the local authority. Parents have the right to appeal the decision of the headteacher. For further details, please contact the school office.

13. Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants and lunchtime supervisory assistants) receive regular training on their roles and responsibilities with regards to bullying.

14. 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.

15. 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 will be reviewed.

16. Related policies

[Behaviour and Positive Relationships Policy](#)

[Single Equality Statement](#)

	DATE	Ethos	Equality	Practice	Guidance
This policy was reviewed and screened by the Governing Body	2025/26	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Next scheduled review:	Academic Year 2026/27				



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APPENDIX 1 - Anti-Bullying guidelines for dealing with a bullying incident

Step One - Establishing Facts

Interviews

Upon receiving an allegation of bullying, the teacher will always talk to all pupils concerned about events and their feelings. The teacher will use effective questioning to ascertain from all pupils, as far as is possible, the truth about any alleged incidents, to find out who was involved and to make a thorough record of the conversation. Bullying is a very serious allegation and we are very careful to ensure that we know the truth before unfairly labelling children.

Meetings may be with groups of children or on an individual basis. This allows the other children the opportunity to express their point of view. At this point, the teacher may also choose to share with the children how the victim is feeling.

Depending on the severity of the case, the teacher may choose to involve a member of SLT at this point.

Records

All evidence of these interviews will be recorded on CPOMS. If this is a racial incident, it will be recorded separately and monitored by the SLT. Both bullying and racial incidents are anonymously reported annually to the local authority and governors.

Parents

Parents will usually be informed at this stage regardless of whether this is an incident of bullying or not. It is always our intention at this point to offer support to both the victim and the bully and their families. However, teachers will be at all times mindful of their duty to protect information about all children in line with our duties within the General Data Protection Regulations 2018.

Step Two – Sanctions

Should the allegation be substantiated, the teacher, in association with SLT, will agree an appropriate sanction which will reflect the severity of the incidents and whether this is a recurrent issue.

The teacher will take responsibility to ensure that the victim understands what action is being undertaken to resolve the issue, how the adults are acting to support them and to ensure that they are enabled to feel safe again in school.

In accordance with the behaviour policy, Junior children who have accepted responsibility for bullying will complete a superhero reflection form during their lunchtimes. Infant children will reflect on their actions verbally with an adult. In accordance with the behaviour policy, the children may miss their playtimes or lunchtimes.

Step 3 – Restoration

It is always our aim to provide some restorative conclusion to any incident and it is our expectation that children will make apologies. If the victim does not yet feel comfortable to receive a verbal apology, a written apology can be given instead. Equally, if a child has additional cognitive needs and is unable to write or say their apologies - the inclusion team will support the child in making an apology in a manner which is appropriate to the child.

Step 4- Further Action

Depending on the success of Step 3, further strategies may be put in place to enable the children (both victim and perpetrator) to move forward, such as:

- temporary zoning
- temporary buddies
- closely monitored on the playground
- key adult allocated
- ELSA
- behaviour report cards
- parental meetings



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- contacting outside agencies

It is a fundamental principle of Hordle Primary School that we can always start again and all children are supported in moving forward.

Step 5 - Monitoring

The teacher and any SLT member assigned to this case, will take responsibility to monitor the group and the victim closely. This will usually involve the Lunchtime Supervisory Team who will report on any incidents at play.



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APPENDIX 2 - Anti-Bullying policy Pupils' Charter

This charter was written by the School Council in consultation with pupils in their teams.

“Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.”

- NSPCC

Hordle Primary school is a loving school where we have the right to feel safe so we:

- will work together to promote the Hordle Stay Safe code
- will make sure that people are not singled out because of their beliefs or values
- think it is important for all children to have time to reflect on their behaviour
- will work as a community to promote the whole school agreement that bullying is not accepted
- will never accept bullying; at school, at home or on line.
- will make sure that people who feel bullied have someone to talk to and feel safe
- will always make sure the term bully is used correctly
- will make sure that children feel that they always have someone to play with and feel welcome
- Our charter will be part of the anti-bullying policy for the whole school

Signed: _____

Headteacher Signed: _____

The Pupils of Team: _____



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APPENDIX 3 - Anti-Bullying policy further guidelines for pupils

WHAT CAN YOU DO TO STOP BULLYING / STAY SAFE?

Try these things to help keep you safe and happy at school:

1. Follow the Hordle Stay Safe Code
2. Recognise that other people are not the same as us. They like different things, have different feelings and have different strengths.
3. Listen to other people's explanations and views.
4. Imagine how other people might feel about things.
5. Think before you act. How would that make you feel?
6. Check you have understood.
7. Be brave and stand up to bullies together.
8. Be brave enough to say what you really feel to:
 - a. wrongdoers
 - b. your friends
 - c. your teacher and parents
 - d. Or bystanders
9. Be ready to help others who need it.
10. Be ready to forgive and start again.

THANK YOU FOR TRYING TO KEEP OUR SCHOOL SAFE AND HAPPY.

From,
The SCHOOL COUNCIL