Bordon Infant and Junior Schools
Anti-bullying Policy 2026-27

At Bordon Infant and Junior Schools, we believe that every child has the right to the very best education and deserves to feel happy, safe and successful in school. Positive behaviour is fundamental to creating an environment where all children can learn, thrive and reach their full potential.

What is bullying?

Bullying is persistent verbal or physical aggression that a person feels is physically or emotionally intimidating.

We define bullying as

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

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 sexual, sexist, racist or homophobic bullying and when children with disabilities are involved.

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

All reported incidents are taken seriously and investigated by a member of the senior leadership team. The Head teacher is informed and details are recorded on CPOMS.

Where bullying does occur, the school adopts a three-stage approach in dealing with it.

Stage 1: If Bullying Occurs

In the first instance the school adopts a non-punitive response in the interests of ensuring all pupils, including bystanders, are able to reflect upon their actions.

Pupil statements are taken and parents are informed that a Stage 1 strategy will be implemented.

At Stage 1 a meeting or series of meetings takes place between a member of staff and the bully(ies) and the victim(s) as well as any of their peers who can influence the situation. Victims of bullying are given a choice over which meetings they participate in. This approach encourages the reporting of incidents by reducing the victims' anxiety about repercussions; it also educates the perpetrators and bystanders by increasing their sensitivity and sense of responsibility for their actions.

As part of this approach pupils suggest ways in which they will change their own behaviour for the future. Those involved are encouraged through these meetings to understand one another's feelings and to identify ways in which they can change their own behaviour and stop the bullying.

Pupils and parents are advised of the consequences of further incidents of bullying i.e. that the student will be moved to Stage 2 intervention where sanctions will be applied.

A range of strategies to support students can emerge from these meetings including:

- solution focused
- restorative approach
- circle of friends
- individual work with victim
- individual work with perpetrator
- referral to outside agencies if appropriate

Stage 2: If Bullies Do Not Respond to Stage 1 intervention

In instances where those involved fail to keep to the agreements made at the Stage 1 meetings and the bullying continues, the bullies are considered to be acting defiantly in full knowledge of the effects of their actions upon others. The School will move the pupil to Stage 2. A sanction for repeated bullying will be applied at Stage 2 in line with the school's Behaviour Management Policy. The Headteacher or Assistant Headteacher will hold a formal meeting with parents to outline the ongoing concerns and request parental support to ensure no further incidents of bullying occur. The sanctions which will be applied will be discussed with parents.

The victim of bullying will be offered further support. This may include:

- 1:1 ELSA support
- referral to an external agency

- identification of a safe space at social time
- a diary/record log maintained by a named member of staff

Additional support for the victim(s) of bullying will be agreed in consultation with parents.

Stage 3: If bullies do not respond to targeted interventions with parental support

At Stage 3 advice and intervention will be sought from the Behaviour Support Team and a Pastoral Support Programme will be put in place. Parents will be advised that further sanctions will be applied and that in cases of serious and/or persistent bullying, permanent exclusion may result.

Strategies for Preventing Bullying

- An effective Behaviour Management Policy in which children, staff, governors and parents are actively involved and which is applied consistently across the school.
- Peer mentors appointed to work with pupils reporting bullying.
- Pupils who join the school are allocated a buddy to support them.
- Potential victims are identified at an early stage as part of the work done to support vulnerable children.
- Pupils are given the opportunity to raise matters of concern through class activities, or 1:1 work with an adult where required.
- The curriculum provides opportunities for exploring concepts around relationships and feelings particularly in PHSE.
- Class activities raise the self-esteem and improve the social skills of victims and counter feelings of inferiority and guilt which may arise.
- E-safety lessons are delivered as part of the computing curriculum
- All subjects promote respect for diversity, inclusion and positive relationships through group and paired work, discussion and debate.
- The school seeks to raise self-esteem by celebrating achievements of all kinds.
- Supervised activities / equipment are provided for playtimes so that play areas meet the play and recreation needs of children.
- All staff are aware of the School's policy and procedures for dealing with bullying incidents. This forms part of staff induction and continuing professional development.
- Pupils and parents are kept informed of behavioural expectations through publication of school policies on the school website, and the home school agreement.
- The school's best defence against bullying is its pupils.