



Suppose, Imagine, Succeed

STUDLEY
Infants' School

Studley Infants' School

Anti-Bullying Policy

Why do some children turn to bullying behaviour?

- Problems at home
- Being bullied themselves
- Learned behaviour
- Getting respect and attention from peers for their actions
- Feelings of insecurity that leads them to be unkind to others
- Difficulties expressing themselves
- Unable to understand how their actions impact on others
- Feeling powerless
- Low self-esteem and lack of self-worth

For more information, please click the link to Family Lives:
<https://www.familylives.org.uk/advice/bullying/advice-for-parents/why-children-bully>



Suppose, Imagine, Succeed

STUDLEY
Infants' School

STATEMENT OF INTENT

We are committed to encouraging positive working relationships by providing a caring, friendly, and safe environment for all our children so they can learn in a relaxed and secure atmosphere. As a school that practices a **restorative approach**, we focus on building and repairing relationships to foster a sense of community and mutual respect. Bullying of any kind is unacceptable in our schools. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that anyone who knows that bullying is happening is expected to tell the staff. All children are to be treated with dignity and respect whilst at school.

OBJECTIVES OF THIS POLICY

All governors, teaching and non-teaching staff, children and parents should understand what bullying is.

All governors, and teaching and non-teaching staff should know what the School policy is on bullying, and follow it when bullying is reported.

All children and parents should know what the School policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated.

WHAT IS BULLYING?

At Studley Infants' School, we recognise that all behaviour is communication. Children's actions often reflect their internal world—how safe, seen, and supported they feel. While bullying behaviour is unacceptable and will always be addressed, we seek to understand the emotions and experiences behind it so we can guide every child toward healthier forms of expression.

Bullying is defined as **repeated, intentional behaviour** that causes physical or emotional harm to another. It is behaviour that is meant to hurt, intimidate, exclude, or threaten, and can take many forms including emotional, physical, verbal, racist, or homophobic actions.

We do not tolerate bullying in any form. We also recognise that children who bully often require help to learn different ways of relating to others. By listening, investigating, and restoring, we aim to resolve conflicts and rebuild relationships with dignity for all involved.

A bully is someone who sets out to do the following **several times and on purpose**

- be unkind
- name calling
- frighten or intimidate
- hurt
- upset
- threaten
- tease/taunt





Suppose, Imagine, Succeed

STUDLEY
Infants' School

- spread rumours
- isolate children
- cause unhappiness

Bullying causes unhappiness. No one deserves to be a victim of bullying. Children who are bullying need to learn different ways of behaviour.

All behaviour is communication and it is important to consider the communication behind all actions and support them to understand the importance of respectful relationships and treating **all** people with kindness.

VALUES

In order to achieve this aim, the Governing Body and staff of Studley Infants' School are committed to providing an excellent education for all their children. Specifically, in the curriculum we aim to: -

Create a happy, caring and secure environment promoting an ethos which reflects the school's commitment to high achievement, good relationships and the equality of opportunity for all children.

We recognise that schools play a key role in shaping the values and attitudes of children and that we should take a lead in challenging gender stereotypes, as well as gender-based harassment and bullying. Schools also need to be at the forefront of promoting gender equality in terms of outcomes of children.

We aim to promote high standards of morals, values and behaviour, we encourage children to take responsibility for their actions, co-operate with and respect others as they would themselves.

We are proud of the rich diversity of our communities and it is this diversity which is at the heart of the scheme. Our response to the individual needs of all our stakeholders is a vital part of personalised learning for all.

All of the above supports our three expectations of

- Be Ready
- Be Respectful
- Be Safe.

OUR AIM

At Studley Infants' School, we believe that all behaviour is a form of communication. When children show hurtful or unkind behaviours, it often reflects unmet emotional needs or difficulties managing relationships. While this understanding helps inform our response, it does not excuse bullying of any kind.

To be clear, bullying is not tolerated in our school, however it is our role and responsibility is to respond relationally—supporting both the child harmed and the child displaying harmful behaviour—while maintaining high expectations for kindness, empathy, and accountability.

Everyone has the right to be treated with respect. We will do the following things to support respectful relationships.



Suppose, Imagine, Succeed

STUDLEY
Infants' School

Children will: -

- Understand the importance of sharing, this includes resources, ideas and opinions.
- Understand how their actions impact on others, and as part of this understand the importance of being sorry for their actions. This might not mean only saying sorry, but also recognising actions speak louder than words.
- Tell an adult if they see anyone hurting or upsetting anyone else
- Helping their peers know how their actions have upset someone

Staff will: -

- Ensure children know what to do if worried or upset, including thinking about adults they feel comfortable talking to.
- Be aware of children who are upset or might need some support.
- Encourage children to understand how resources, thoughts and opinions can be shared, and model this in their interactions.
- Listen carefully to all children, not make snap judgements.
- Use circle time to focus on bullying issues.
- Endeavour to stop any bullying quickly by listening to both sides and implementing necessary support for all children involved.
- Endeavor to stop bullying behavior through support.
- Communicate with families of all children, working together to support positive relationships.

Parents and Carers will: -

- Support the school in promoting positive behaviour
- Inform the school immediately if they feel their child is being bullied
- Support the school's actions based on the Anti-Bullying Policy

If a member of staff thinks a child is bullying this will be discussed with the child and all concerned. The Headteacher must be informed. Monitoring will be started by the child's class teacher and parents will be given support if necessary.

If bullying persists, parents and carers of the child who is bullying will be contacted for a meeting with the Headteacher to consider the best way to stop the bullying from continuing. We would hope that parents and carers would work with the school to help their child understand the implications of their actions.

Possible actions:

- being separated from the child they are bullying
- a reduction of time for play and lunchtime.
- in serious cases, fixed term exclusion will be considered. Please note, this is always a last resort. Being away from school is not a punishment for young children, and also does not unpick the root cause of the bullying behaviour. In essence, being sent home from school does not necessarily mean the bullying behaviour will cease. It is important children are held accountable for their actions, taking account of their age and stage of development, as well as the important work of supporting young children to have positive relationships.



Suppose, Imagine, Succeed

STUDLEY
Infants' School

SPECIAL EDUCATIONAL NEEDS

At Studley Infants' School, we believe that all children should be given opportunities to participate in and have their achievements and experiences in **Personal, Social and Health Education (PSHE)** anti-bullying lessons recognised and celebrated. It is the responsibility of the class teacher to provide appropriate access for any children with special educational needs. It is important that all children, including those who are pre-verbal or non-verbal, are given a voice. In these instances, it is the responsibility of the adult to be observant and aware of changes in behaviour, including signs of distress or negative relationships that may be impacting the child. If a child is not able to verbalise how another child is making them feel, staff must consider other ways of understanding the situation—such as through observation, changes in mood, social withdrawal, or physical cues. Every child has the right to feel safe and understood, and it is the duty of adults to advocate for those who cannot yet speak for themselves.

A summary:

At Studley Infants' School, we believe that **all behaviour communicates something**—often reflecting how safe, supported, and understood a child feels. While we aim to understand the reasons behind behaviour, **bullying is never acceptable** and will always be addressed seriously.

Bullying is defined as **deliberate, repeated behaviour intended to harm**, intimidate, exclude, or threaten others. It can be emotional, physical, verbal, racist, or homophobic in nature.

We are a **TELLING school**, where every child is encouraged to speak up. Staff, children, and parents are all expected to act when bullying is witnessed or suspected. We believe in **resolving conflict through listening, support, and relationship repair**, helping every child learn more positive ways to relate to others.

Our school is committed to creating a **safe, respectful, and caring environment** for all.

At Studley Infants' School, we recognise that **all behaviour is a form of communication**. When children act in hurtful or unkind ways, it often signals unmet emotional needs or difficulty managing relationships.

While we do **not tolerate bullying**, our approach is **relational**—supporting both the child who has been harmed and the one showing harmful behaviour, with a focus on empathy, accountability, and personal growth.

We aim to build a school culture based on **respectful relationships**, understanding that some children may engage in bullying due to:

- Problems at home or being bullied themselves
- Seeking attention or peer approval
- Feelings of insecurity or powerlessness
- Difficulty expressing emotions or understanding consequences
- Low self-esteem and lack of self-worth





Suppose, Imagine, Succeed

STUDLEY
Infants' School

By identifying the root causes, we can guide children toward healthier, more respectful ways of relating to others.

Procedure for Parents/Carers

- If a parent/carer has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at Studley Infants' School and monitors the situation carefully.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the child.
- The school will deal directly with all children involved and their parents directly. Parents/Carers will be kept informed of any actions the school is taking.
- If parents/carers feel that their concern has not been dealt with appropriately they should follow the schools complaints policy.

All members of the school community, including children, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.