Federation of Liphook Infant School and Liphook CofE Junior School

Anti-bullying Policy

Rationale

The Federation of Liphook Infant School and Liphook C of E Junior School is committed to providing a safe, nurturing and inclusive learning environment where every child can learn free from fear, distress, humiliation or abuse. Bullying of any kind is unacceptable and will not be tolerated. This policy reflects the latest statutory guidance from the Department for Education, including:

- Preventing and Tackling Bullying (DfE, 2017)
- Keeping Children Safe in Education (KCSIE) 2025
- Updated online safety expectations relating to disinformation, misinformation, conspiracy theories, and safe use of AI, set out in KCSIE 2025 and related DfE publications

Liphook Federation recognises that bullying may constitute child-on-child abuse, which is a safeguarding concern requiring appropriate response in line with statutory duties.

Our vision and values

"Through our values of loving-kindness, respect and aspiration:
we are all loved; we all belong; we all have something to give."

This vision underpins our approach to wellbeing and behaviour. Our values guide how we interact with and support one another:

- Loving-kindness ensures that pupils and adults feel supported, cared for and able to seek help.
- Respect shapes the way we speak, act and interact, promoting empathy, understanding and the celebration of difference.
- Aspiration motivates us to create an environment where every child can thrive academically, socially and emotionally free from the fear or impact of bullying.

Definition of bullying

Bullying is defined as **'behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'** DfE 'Preventing and Tackling Bullying'.

Bullying can take many forms, including:

- **Physical or emotional harm**, such as hitting, kicking, name-calling, taunting or offensive comments
- **Prejudice-based bullying**, for example related to race, religion, gender, sexual orientation, disability, SEND or caring responsibilities
- **Cyberbullying**, including harmful behaviour via text, messaging, social media, gaming, images or videos; this may occur at any time and reach a wide audience quickly

Bullying often involves an **imbalance of power** which may be physical, psychological, social, or rooted in peer dynamics, isolation, or access to online platforms.

Friendship issues are a normal part of childhood development and may include:

- falling out after a disagreement
- choosing to play with different friends
- misunderstandings, temporary unkind comments, or thoughtless behaviour
- "one-off" incidents where emotions run high

These situations typically:

- are not repeated patterns of harm
- do not involve intent to cause serious distress
- do not involve a power imbalance
- are often resolved with guidance, reflection and restorative support

Such issues can still be upsetting for children, and the school will help pupils rebuild relationships, repair harm and develop social skills — but they do not meet the threshold for bullying**.**

A friendship problem may become bullying if:

- the behaviour becomes **frequent or persistent**
- a child is **targeted over time**
- a **clear power imbalance develops** (e.g. group exclusion, intimidation)
- the behaviour results in **sustained emotional or physical harm**

How the school will counter bullying:

- We operate an effective Behaviour Policy, grounded in our values of loving-kindness, respect and aspiration, with clear expectations and consistent responses.
- We keep families informed of expectations, procedures and concerns, working together to reinforce positive behaviour and address issues early.
- We provide safe, well-supervised and inclusive playtimes that encourage positive relationships and reduce opportunities for bullying.
- All support staff, including lunchtime supervisors, receive training on behaviour management, restorative responses and early identification of bullying.
- We offer regular opportunities for pupils to learn about relationships, empathy, safety and responsibility through PSHE, circle time, assemblies/collective worship, role play, internet safety lessons and scenario-based activities.
- We help pupils develop constructive conflict-management skills, including problem-solving, respectful communication and perspective-taking and support parents to do the same at home.
- We make clear that discriminatory language of any kind - including racist, sexist, homophobic, bi-phobic, transphobic, ableist or faith-targeted terms - is unacceptable and contrary to our values and the Equality Act 2010.
- We actively recognise and reward kindness, cooperation, inclusion and respectful behaviour.
- We strengthen pupils' social, emotional and digital skills, building confidence, self-esteem, emotional literacy, resilience, and responsible online behaviour.
- We teach pupils about online safety, including misinformation, disinformation, digital manipulation, harmful online behaviours, online group dynamics and responsible use of AI.
- We help parents understand the difference between friendship issues and bullying, providing guidance and signposting when their child is involved.
- We monitor concerns carefully, using the Challenge–Support–Report framework to ensure all incidents are addressed fairly, proportionately and in a timely fashion.

How the school will respond to concerns of bullying

1. Investigation

Every report of bullying is taken seriously. Each incident is investigated promptly and fairly. The school considers:

- the nature and seriousness of the behaviour
- frequency and duration
- any power imbalance
- context or motivation
- whether it forms part of a wider pattern
- any vulnerabilities of those involved (e.g., SEND, protected characteristics)

Pupils will be spoken with individually, and accounts recorded where appropriate. Information may also be gathered from witnesses, support staff or parents.

2. Communication with parents/carers

Parents/carers of all pupils involved will be informed at an early stage. We work collaboratively with families to reduce anxiety and implement appropriate support or monitoring strategies.

3. Safeguarding considerations

Where behaviours indicate child-on-child abuse, involve significant harm, or include sexual, discriminatory or violent content, the DSL will assess safeguarding needs and take appropriate action, which may include referral to external agencies.

4. Actions and consequences

Action taken will be proportionate and in line with the Behaviour Policy. These may include:

- restorative conversations
- targeted pastoral support
- behaviour plans
- educational interventions (e.g. conflict-resolution work, online safety, empathy)
- Protective measures or consequences as appropriate

The unacceptable nature of the behaviour - and the consequences of repetition - will be clearly communicated to the pupil displaying harmful behaviour and their parents.

5. Support for the pupil affected by bullying

Support will be put in place as needed, which may include:

- regular check-ins with a trusted adult
- planned use of different supervised areas to reduce contact between pupils involved
- ELSA or pastoral support
- help rebuilding friendships and confidence

6. Support for the pupil displaying harmful behaviour

The pupil will be supported to understand the impact of their behaviour, address underlying factors and develop positive strategies to change their actions.

7. Recording and monitoring

All incidents will be recorded on the CPOMS, including:

- what happened
- who was involved
- actions taken
- follow-up arrangements

Patterns will be monitored by the DSL and senior leaders. Anonymised data will be shared with governors.

8. Follow-up

The school follows up with pupils and families to assess the effectiveness of actions, ensure there is no reoccurrence and provide any further support required.

This policy was formulated by the Executive Head teacher and Governors of The Federation of Liphook Infant School and Liphook C of E Junior School and is to be reviewed annually.

Signed: ..... Signed: .....

Executive Head teacher Chair of Governors

Date: May 2026