

# Watford Field School Infant & Nursery



*Being Kind, Confident Minds,  
Ready for Life Long Learning*

## Anti-Bullying Policy September 2025

**Reviewed:** September 2025

**Next Review:** September 2026

Watford Field School Infant and Nursery values each child as an individual and encourages and supports all children to develop lifelong skills and qualities. We aim to ensure that all children have the opportunity to be successful and independent learners who achieve and aspire to do their best.

At Watford Field School Infant and Nursery we strive to achieve our Vision:

**Being Kind, Confident Minds, Ready for Life Long Learning**

We aim to:

- Provide a caring, secure and stimulating environment where children are encouraged to be themselves, have a voice, are listened to, feel safe and are happy.
- Foster an ethos for all children in which they co-operate with each other and develop an understanding of right and wrong.
- To be inclusive where children feel and show respect towards the beliefs, faiths, cultures and opinions of others.
- Encourage children to develop perseverance and have the courage to keep trying, be resilient and show determination to succeed in their learning.
- Encourage children to be independent, confident, self-motivated and develop a positive attitude towards learning.
- Maintain high standards of behaviour through clear expectations, good role modelling and being responsible for their own actions.
- Provide an inclusive, creative curriculum that is broad and balanced which is accessible for all.
- Creating a culture of achievement and rewarding effort by celebrating personal, social and academic success.
- To work in partnership with parents and carers, sharing their child's learning journey and encouraging support and involvement in their children's education.

The school encourages all children to share their feelings and teaches children emotional language to help them express how they feel if a child has been hurtful towards them.

Bullying is defined as "behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or groups either physically or emotionally." (*Safe to Learn, DCSF, 2007*) "Bullying can take many forms; it might be motivated by actual differences between children or perceived differences and involves an imbalance of power." (*DfE 2014*)

As an Infant and Nursery School we ensure that the definition of bullying is understood by all children and is defined as follows:

Bullying is when I can say yes to all of these things:

- A child or more than one child is making me sad
- The same children or child is making me feel sad often
- They are doing this on purpose. They know what they are doing.

If I can say yes to all of these I must tell an adult.

If I cannot say yes to all of these then I am probably not being bullied but I can still tell an adult and get help to sort it out.

The school has a responsibility to prevent any member of the school community from:

- Making offensive comments including comments about people's appearance or ability/disability.
- Cyber bullying – inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups.
- Behaving in a racist, sexist or homophobic manner.
- Using foul or unacceptable language towards another person or group of people.
- Being rude or aggressive.
- Using physical aggression.
- Damaging personal property or belongings.

All incidents of alleged bullying **must** be referred to the Head teacher (HT) or Deputy Head teacher (DHT) and parents of both parties will be informed and an appropriate record kept. Termly reports are given to Governors summarising this information.

### **Procedures for preventing and dealing with bullying**

The school has clear and well publicised systems to report bullying which apply to the whole school community (which includes staff, parents/carers, visitors, volunteers and pupils). This extends both to individuals who are the victims of bullying, who have witnessed bullying behaviour and the child who has bullied.

#### **a) Prevention**

As part of the school's ongoing commitment to the safety and welfare of its pupils, the school has developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Teachers talk with their classes about bullying and what they should do as an individual if they are bullied, or are witness to or are aware of any bullying as part of the PHSE curriculum.
- Whole school assemblies may highlight the issue if appropriate.
- Training for staff on recognising and responding to bullying
- This policy is available on the school's website and is accessible to parents, visitors and volunteers.

#### **b) Reporting a potential incident of bullying**

The systems for reporting a potential incident of bullying are:

- Pupils should report any potential incident of bullying to which they are subject or which they observe to an adult within the school.
- Parents/carers should report any potential incident of bullying to any teacher.
- Staff should report any potential incident of bullying to the HT or a member of the Senior Leadership Team.
- Visitors should report any potential incident of bullying to a member of staff.

- Volunteers should report any potential incident of bullying to a member of staff.

All reported incidents must be recorded using **Form 1** (see Appendix) by the member of staff who received the initial report of the incident.

This form must then be handed to the HT or DHT.

### **c) Investigating a reported potential incident of bullying**

All reported incidents will be taken seriously and investigated promptly involving all parties in a consistent and fair manner. The investigation will be undertaken by the HT or DHT.

If a potential incident of bullying is reported, all those involved will be spoken to individually by the HT or DHT and explained to them in age appropriate language the allegation made against them and given an opportunity to give their version of events.

If a parent has reported the potential incident of bullying, the HT or DHT will explain to the parent that an investigation will take place and will report back the outcome of the investigation by an agreed date.

If the pupil has reported the potential incident of bullying, his/her parents will be advised by the HT or DHT that an investigation is taking place and will be advised of the outcome by an agreed date.

The parents of the child accused of bullying will be informed of the incident if the investigation concludes that the child has engaged in hurtful behaviour or if the behaviour is found to constitute bullying (as defined above in this policy).

Once the facts have been established as clearly as possible, the HT or DHT will consider objectively whether bullying has occurred using the definitions set out in this policy.

If the investigator concludes that bullying has not occurred but that there has been behaviour which has been hurtful in nature, the pupil who has engaged in hurtful behaviour and his/her parents will be spoken to by the HT or DHT and given support to modify his/her behaviour. If appropriate, proportionate disciplinary sanctions will be applied in accordance with the School's Behaviour Policy.

If the investigator concludes that bullying has occurred, the following action will be taken:

- The victim will be offered support, guidance and comfort to empower him/her and support recorded by HT/DHT using **Form 2** (see appendix)
- The bully will be made aware in age appropriate language of the seriousness of his/her behaviour and appropriate and proportionate disciplinary sanctions will be applied (as specified in this Behaviour Policy). Parents/carers will be informed. The bully will also be offered support and guidance to modify his/her behaviour going forward and support recorded by HT/DHT using **Form 3** (see appendix).
- The situation will be monitored to minimise the risk of the bullying reoccurring

- The incident will be reported to the HT (if being dealt with by the Deputy) who will log the incident in the Hurtful Incident/Bullying Incident Log maintained by the HT using **Form 4** (see appendix).
- If the bullying still persists, the HT will inform the Chair of Governors and Exclusion procedures will be considered in accordance with the Behaviour Policy and the Hertfordshire Exclusion Guidance Supplement April 2016.
- Any parent who is dissatisfied with the outcome of the investigation is referred to the Complaints Policy and may make a complaint in accordance with its provisions.

### **Monitoring and review**

The Full Governing Body shall be responsible for review of the Behaviour and Anti-Bullying Policies on an annual basis.

Incidents of bullying recorded in the Hurtful Incident/Bullying Incident Log shall be reported to the governors in an anonymous format in the HT's termly Report to the Governors. The information recorded in the Hurtful Incident/Bullying Incident Log will be used to identify trends and inform preventative work in the school and the development of this policy.

## FORM 1 Initial investigation into hurtful incident or allegation of bullying

|                                                                                                             |                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Date and time of incident:                                                                                  |                                                                                                                  |
| Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant: |                                                                                                                  |
| Type of contact e.g. verbal report, letter, email, phone call:                                              |                                                                                                                  |
| Account of the incident:<br>(what was said, observed, reported and by whom)                                 |                                                                                                                  |
| Action taken to date:                                                                                       |                                                                                                                  |
| Your name :                                                                                                 | Your signature :                                                                                                 |
| Your position in school :                                                                                   | Date and time of this recording :                                                                                |
| Action and response of HT/Deputy:                                                                           |                                                                                                                  |
| Feedback given to member of staff reporting concern:                                                        | Information shared with any other staff? If so, what information was shared and what was the rationale for this? |
| Name: ..... Date:.....                                                                                      |                                                                                                                  |

## Form 2 Factors to help determine if incident constitutes bullying

- ☐ Incident was bullying (all 3 amber warnings confirmed)
- ☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
- ☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- ☐ Involves an imbalance of power:
  - target feels s/he cannot defend her/himself, or
  - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
- ☐ Incident was not bullying on this occasion because it was
  - ☐ the first hurtful incident between these children
  - ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
  - ☐ falling out between friends after a quarrel, disagreement or misunderstanding
  - ☐ conflict that got out of hand (should not happen again)
  - ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
    - got out of hand
    - parental concern
- ☐ Other \_\_\_\_\_

**Resolution process agreed:**

**Support and/or sanction for those causing hurt or offence:**

**Support needed for the hurt party:**

### Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

|                                        | Definitely applies | Possibly applies |
|----------------------------------------|--------------------|------------------|
| Age/ Maturity                          |                    |                  |
| Appearance                             |                    |                  |
| Size/weight                            |                    |                  |
| Class/Socio-economic                   |                    |                  |
| Family circumstance (e.g. caring role) |                    |                  |
| Ethnicity/Race                         |                    |                  |
| Religion/Belief                        |                    |                  |
| Gender                                 |                    |                  |
| Transphobia/Gender identity            |                    |                  |
| Homophobia/sexuality                   |                    |                  |
| Sexualised                             |                    |                  |
| SEN and Disability                     |                    |                  |
| Looked After Child                     |                    |                  |
| Ability/application                    |                    |                  |

### Form 3

### Support provided for bullied child

(Priority should be given to taking steps to ensure bullied children continue to attend)

Separate on-site respite provision  
Regular contact with chosen member of staff  
Restorative justice process  
Empowerment education  
Pastoral team support  
Formal counselling  
Parental meetings  
CAF  
CAMHS  
Other

Support provided

### Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn\*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

**\*N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN. SEN code of practice**



## Form 4      Action and support provided for child who has bullied

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Separate on-site provision

Regular contact with chosen member of staff

Restorative justice process

Sanction

Corrective education

Removal to different form/teaching group

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Action taken & Support provided

### Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn\*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe online:

**Form 5****Hurtful Incident/Bullying Incident Log**

| <b>Date &amp; Time</b> | <b>Person referring allegation</b> | <b>Children involved in incident</b> | <b>Notes</b> | <b>Initials</b> |
|------------------------|------------------------------------|--------------------------------------|--------------|-----------------|
|                        |                                    |                                      |              |                 |
|                        |                                    |                                      |              |                 |
|                        |                                    |                                      |              |                 |
|                        |                                    |                                      |              |                 |
|                        |                                    |                                      |              |                 |
|                        |                                    |                                      |              |                 |
|                        |                                    |                                      |              |                 |
|                        |                                    |                                      |              |                 |
|                        |                                    |                                      |              |                 |
|                        |                                    |                                      |              |                 |
|                        |                                    |                                      |              |                 |
|                        |                                    |                                      |              |                 |
|                        |                                    |                                      |              |                 |
|                        |                                    |                                      |              |                 |