

Anti-Bullying Policy

‘Be Ready, be Respectful, Be Safe.’



SPOT IT



Approved by:	Governing Body	Date:	July 2025
Last reviewed on:	July 2025	Next review due on:	July 2026

This Policy

At Hillbourne Primary School we nurture a culture of respect and believe that every member of our school community has the right to feel safe and secure.

This policy defines bullying, and outlines approaches that are used at Hillbourne Primary School to prevent and respond to incidents of bullying. It is intended to clarify responsibilities in response to incidents of bullying, and provide support and guidance for all members of the school community. It should be read in conjunction with our school's Relationship Education and Health Education (RHE), Policy and Disability and Equalities Policy, Safeguarding Policy and Behaviour Policy. It takes account of the advice and guidance offered to head teachers, staff and governors from the Department for Education 2017 'Preventing and Tackling Bullying'.

What is bullying?

Our school has adopted the Department for Education 2017 definition:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences'.

The Anti-Bullying Alliance recognises four key elements to this definition: hurtful, repetitive, a power imbalance and intentional.

Types of Bullying

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace.

Bullying behaviour, according to the Anti-Bullying Alliance can be:

- Physical - pushing, poking, kicking, hitting, biting, pinching
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion
- Sexual - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films
- Online - posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals

What are the aims of this policy?

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. At Hillbourne Primary School we take bullying and its impact very seriously. We aim to work with pupils, parents/carers, staff, governors, Hamwic Education Trust and the Local Authority to move

towards the elimination of any form of bullying, and create a climate where bullying is not tolerated. Pupils and parents/carers should be assured that known incidents of bullying will be thoroughly investigated and handled in line with this policy and the school's behaviour policy.

The following principles will be considered in response to all incidents of bullying:

- Bullying will not be tolerated
- Pupils have the right to learn free from intimidation and fear
- The views of all pupils will be listened to
- The needs of the victim are paramount
- Any child who exhibits bullying behaviours will receive appropriate support

We hope that this policy will serve to ensure that:

- All governors, staff, pupils and parents/carers have an understanding of what bullying is
- All governors and staff know what the school policy is on bullying and follow it when incidents of bullying are reported
- All pupils' and parents/carers know what the school policy is on bullying, and what they should do if they have concerns about bullying

Roles in bullying situations

The Anti-bullying-Alliance defines several roles that may be present in bullying scenarios - an outline of these roles can be found below. It is important to recognise that not all these roles may be present in all bullying situations.

- The 'target' is the person the bullying is aimed at
- The 'ringleader' is the person initiating or leading the bullying. They might tell others to join in
- The 'reinforcer' is someone who doesn't 'do' any bullying themselves but supports the bullying behaviour by standing by the ringleaders and assistants, laughing along and encouraging the behaviour to continue
- The 'defender' may actively stand up to those doing the bullying or support the target by telling a trusted adult what they have seen or offering support to the target by checking if they need help
- The 'assistant' is someone who is involved in 'doing' the bullying behaviour led by the ringleader
- The 'outsider' or 'bystander' is someone who is unaware of the bullying happening, is choosing to ignore it, or is not involved at all



Education and Prevention

At Hillbourne Primary School we aim to prevent bullying through education. Every year, the children at Hillbourne Primary School participate in an annual Anti-Bullying week. During this week the children participate in a range of experiences including whole-school assemblies, lessons, circle times, workshops and role-play opportunities to support them to explore the concept of bullying in an age-appropriate way. At Hillbourne Primary School we use the acronym STOP to define bullying to the children – Hurtful behaviour Several Times On Purpose. It is intended that through this teaching and regular revisiting of key messages throughout the year the children at Bearwood will take responsibility for positive ownership of their behaviour and behave in a way which is respectful and safe.

Our school promotes our school values: Be Ready; Be Respectful: Be safe. Through exploration of these values, pupils are taught to be respectful, considerate, conscientious, and kind.

At Hillbourne Primary School we celebrate difference and promote the inclusion of all children and will not tolerate any discrimination or harassment on grounds of disability, race, religious belief, gender, pregnancy, or sexuality (Equality Act 2010).

Several
Times
On
Purpose

Roles and responsibilities

At Hillbourne Primary School we hope to eliminate bullying through preventative curriculum teaching and values education.

However, we recognise that incidents of bullying can occur inside or outside school and outline below the responsibilities of all stakeholders and procedures which should be followed in response to any reported incidents of bullying.

Pupils will...	• Clearly communicate their feelings about unwanted behaviour using the phrase 'Please stop, I don't like that' • Refrain from carrying out or supporting any kind of bullying behaviour • Intervene to defend against bullying behaviour, unless it is unsafe to do so • Report any suspected incidents of bullying to a member of staff
Peer Mentors will...	• Act as playground buddies to offer additional support to vulnerable children at playtimes • Support the Anti-Bullying Champion to teach key messages about Anti-Bullying through assemblies, workshops and other learning experiences • Attend meetings and training to develop a deeper understanding of bullying • Set a positive example of kind behaviour to other pupils • Intervene to defend against bullying behaviour, unless it is unsafe to do so • Report any suspected incidents of bullying to the Anti-Bullying Champion or another member of staff

Teaching and Non-Teaching staff will...	• Encourage and help children to communicate their feelings about unwanted behaviour using the phrase 'Please stop, I don't like that' • Closely monitor and offer additional support to vulnerable children who may be at greater risk of bullying • Report any suspected incidents of bullying to a member of staff • Follow the advice of the Anti-Bullying Champion to teach key messages about Anti-Bullying through assemblies, workshops and other learning experiences • Attend meetings and training to develop a deeper understanding of bullying • Demonstrate by example the high-standard of behaviour, respectful attitudes and inclusive approaches that we expect from the pupils • Be vigilant to signs of distress and other possible indicators of bullying and report these to the Leadership Team
	• Listen carefully to children who have concerns about bullying and take what they say seriously • Follow agreed procedures to promptly and accurately report all disclosed or observed incidents of bullying and bullying behaviours to the Leadership Team • Follow agreed procedures to report concerns raised by parents/carers about bullying to the Leadership Team • Respond effectively to day-to-day concerns raised by children, parents/carers and staff regarding behaviour that could develop into bullying, in line with the school behaviour policy
The Anti-Bullying Champion and Leadership Team will...	• Identify children who may be at greater risk of bullying and plan additional support as appropriate • Plan and deliver regular assemblies and high-quality learning experiences to teach children about Anti-Bullying • Attend additional training to develop a deeper understanding of bullying and disseminate information to staff through regular training • Work together to manage reports of suspected incidents of bullying and bullying behaviour • Keep accurate records of reports of bullying concerns • Report back promptly and fully to all parties on the action that has been taken • Monitor behaviour logs to identify patterns in behaviour that could lead to bullying and intervene early to support pupils at risk • Plan and facilitate appropriate ongoing support for victims of bullying and children who exhibit bullying behaviour • Communicate key information about the Anti-Bullying policy to parents/carers • Regularly evaluate and update the Anti-Bullying policy and procedures including related policies e.g. 'acceptable use' policy for computers to reflect best practice • Proactively seek the views of children and their parents/carers about bullying in school through surveying, and respond appropriately to issues raised • Monitor trends in behaviour and bullying incidents to intervene as appropriate to issues identified • Work with other agencies, in particular community police, as appropriate to help prevent and to tackle bullying that is happening out of school
Parents/Carers will...	• Read and understand information provided by school about bullying • Watching for signs of distress or unusual behaviour in their child, which might be evidence of bullying, and report concerns to a member of school staff • Advise their child to report any bullying to a member of school staff and explain the implications of allowing bullying to continue unchecked, for themselves and for other pupils • Inform the school of any suspected bullying, even if their child is not involved • Support their child by attending meetings to discuss concerns raised • Encourage their child to behave appropriately at all times, and not retaliate through inappropriate behaviour eg; hitting back

	NB: Parents/Carers are asked to report all incidents of bullying to the school, rather than try to deal directly with other children or parents/carers
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Vulnerable Groups

At Hillbourne Primary School we recognise that some children may not be able to recognise bullying behaviour; because they may be too young or have Special Educational Needs. Through additional training, all staff will be vigilant in recognising bullying behaviour directed towards or carried out by these pupils and will respond swiftly to concerns.

Staff will also be made aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others or may make them more likely to fall victim to the behaviour of others. Where children are identified as being vulnerable to involvement in bullying the school will provide support and intervention as appropriate.

Bullying Outside the School Premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under lawful control or charge of a member of school staff. This power can relate to bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted upon. The Headteacher should also consider whether it is appropriate to notify the community police of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Responses to Bullying Behaviour

- Sanctions will reflect the severity of the incident so children learn that bullying is not acceptable. Sanctions may range from an apology with restorative justice to exclusion. This links to the school's Behaviour Policy. Account will be taken of any special educational needs or disabilities that pupils may have and take into account the needs of vulnerable children. Parents/Carers of all pupils involved will always be involved in the process
- The motivation behind bullying must always be considered and whether the child engaging in bullying needs support themselves

- The needs of the pupil being bullied must always be considered and whether the child needs therapeutic support to deal with the impact of the bullying or strategies to prevent them becoming victimised in the future
- The member of staff leading the investigation should always follow up with children and parents/carers after the incident to ensure the action taken has been effective and there are no continuing concerns

Monitoring and Evaluation

All prejudicial incidents and significant bullying incidents must be reported to the Local Authority. The Headteacher will forward the reporting form (removing names) to the LA, and will maintain a school log of incidents. A termly report of incidents is also sent to the Hamwic Education Trust. This log is used to monitor the frequency, nature of incidents and trends over time. Questionnaires are used to gain an understanding of pupils, parents/carers and staff's perceptions of bullying in the school and practice is reviewed in line with analysis of this data

Training

The Behaviour, Relationship Education and Health Education Policy and Anti-bullying policies are shared with all staff members and included in induction packs for new employees. Training regarding the policy is conducted through regular staff training. Key staff members receive additional training through the Local Authority to support their work in school.

Additional Information

www.anti-bullyingalliance.org.uk/

The Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues

www.coe.int/en/web/edc/beat-bullying

Beatbullying a bullying prevention charity with an emphasis on working directly with children and young people

www.childline.org.uk

Childline is a confidential helpline for children on 0800 1111

www.kidscape.org.uk/

Kidscape provide practical support, training, and advice to challenge bullying and protect young lives

www.childnet.com/young-people/primarypeople/primary

Childnet's mission is to work with others to help make the internet a great and safe place for children

www.mermaidsuk.org.uk

Mermaid provides support and information for parents and carers of trans young people

www.fflag.org.uk/

FFLAG (family and friends of Lesbians and Gays)

<https://genderedintelligence.co.uk/support/trans-youth.html>
A guide for parents and families of Young Trans People