Harehills Primary School

Learn, Laugh and Love

Anti-Bullying Policy

Approved by:	Nick Long Chair of Governors	**Policy Date:** October 2026
Last reviewed on:	October 2026	**Next review due by:** October 2027
Staff Responsible:	Catherine McMullen Hollie Melling	

Harehills Primary School, Darfield Road, Leeds, LS8 5DQ
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Together we will stop bullying – our school commitment

At Harehills Primary School we are committed to ensuring that all pupils learn in a supportive, caring and safe environment without fear of being bullied. Our school is a place where every person has the right to be themselves, to be included and to learn. Everyone at Harehills Primary School has the right to feel welcome, safe and happy. We want our children to say they feel "free from bullying." Everyone in our school is equal and treats each other with respect and kindness. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

This policy refers to all forms of bullying including: pupil to pupil; adult to adult; adult to pupil and pupil to adult. We take all incidents of bullying seriously and feel that everyone has the right to be treated with respect. We also have a responsibility to support those involved in bullying to understand the consequences of their actions for themselves and others and to explore alternative ways of behaving. We acknowledge that bullying does happen from time to time and if bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. *Anyone* who knows that bullying is happening at Harehills Primary School is expected to tell a staff member.

This policy is intended to state the school's approach to anti-bullying specifically. However, please refer to this policy in conjunction with the following policies and documents (found on our school website under the 'Policies' tab:

- Safeguarding and Child Protection policy
- Relationships policy (behaviour)
- Online Safety policy
- PSHE policy
- Growing and Changing (RSE) policy
- SEND and Inclusion policy
- Single Equality Scheme
- Website anti-bullying tab

This policy has been developed through a variety of consultation methods involving children, parents/carers, staff and governors. All views were taken into account when developing this policy. A child-friendly version of our Anti-bullying policy is also available in every classroom and on the school website. A reference copy is stored in the school office and is available on the school website. A full copy or summary will be made available upon request.

Aims and Objectives of this Policy

Bullying of any kind is unacceptable and will not be tolerated in our school. The safety, welfare and well-being of all pupils and staff is a key priority. We take all incidents and allegations of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote the values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Aims

- To try to prevent and deal with any behaviour deemed as bullying.
- To ensure that all stakeholders have an understanding of what bullying is.
- To ensure that all teaching, non-teaching staff and governors, understand the school policy on bullying and that they consistently and swiftly follow it when bullying is reported.
- To ensure that all pupils and parents/carers know what the school policy is on bullying and what they can do if bullying occurs.
- To ensure that all pupils and parents/carers feel supported when bullying is reported.

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Objectives

- A positive, caring ethos is created within the school environment, enabling everyone to learn, work, play and express themselves free from the fear of being bullied.
- Whole school initiatives (for example; staff training, celebration assemblies, Anti-bullying week) and
  proactive teaching strategies as part of Personal Social Health Education (PSHE) will be used throughout the school to enable the exploration of the Social Emotional Mental Health and Wellbeing (SEMH) and to promote self-esteem and an understanding of the feelings of others.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, 'Every Child Matters' outcomes 2003 and The Children Act 2004, Section 89 of the Education and Inspections act 2006, The Equality Act 2010 and the Education Act 2011
- The school meets the legal requirement for all schools to have an Anti-Bullying Policy in place.

Our definition of bullying

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.
At Harehills Primary School, our definition of bullying is:
"The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- ***Deliberately hurtful***
- ***Repeated, often over time***
- ***Difficult to defend against"***

The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose. No form of bullying will be tolerated, and all incidents will be taken seriously.

Bullying can include:

Emotional	being unfriendly, deliberately excluding or ignoring people, tormenting (e.g. hiding books, threatening gestures) ridicule, humiliation
Verbal	name-calling, sarcasm, spreading rumours, threatening someone, teasing, making rude remarks, making fun of someone, using derogatory or offensive language
Physical	pushing, kicking, hitting, punching, throwing stones, biting, spitting, punching, physically intimidating someone, using inappropriate or unwanted physical contact towards someone or any other forms of violence Attacking property –such as damaging, stealing or hiding someone's possessions
Online/Cyber	using text, email or other social media to write or say hurtful things about someone, all areas of internet, such as email & internet chat room misuse (for example, setting up 'hate websites', sending offensive text messages and emails, abusing the victims via their mobile phones), creating and sharing embarrassing or malicious images or videos.
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

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Sexual	explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, inappropriate touching, unwanted physical contact or sexist comments
Sexual orientation (Homophobic/ biphobic) and Gender identity and gender reassignment (transphobic)	because of, or focussing on the issue of sexuality or gender identity
Extortion	Demanding money or goods with threats
Indirect	exploitation of other individuals, influencing others to act.
Vulnerable people / situations	Because of, or focusing on appearance, health or related to home circumstances

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using mechanisms such as a classroom log/ relevant forms/ CPOMS.

Cyberbullying may take place through social media, group messaging, online gaming, livestreaming, image or video-sharing services, and the misuse of artificial intelligence, including the creation or alteration of harmful content.

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school.

The school recognises its duties under the Equality Act 2010 and will challenge and respond robustly to bullying related to protected characteristics, as well as other forms of prejudice-based or discriminatory bullying.

Sexual violence and sexual harassment
Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment are never acceptable and will not be dismissed as "banter", "part of growing up" or "just having a laugh". Concerns will be addressed in line with the school's safeguarding and child protection procedures and current statutory guidance.

Sexual violence and sexual harassment can include:

Type	Definition
Sexual violence	• such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
Sexual harassment	meaning unwanted conduct of a sexual nature, such as: • sexual comments • sexual jokes or taunting • physical behaviour like interfering with clothes

Online sexual harassment	such as unwanted • sexual comments and messages (including on social media), • sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Harehills Primary School will take the following actions:

- Respond straight away
- Make it clear that the behaviour is never acceptable, and it will not be tolerated
- Investigate all alleged incidents
- Reassure victims that they are being taken seriously, are kept safe and protected, offered appropriate support and every effort is made to ensure their education is not disrupted
- Encourage a child who has been found at fault to see the victim's point of view
- Explain the consequences of their action and steps taken
- Record all incidents and alleged incidents on CPOMS
- Be watchful and proactive, discussing potential problems through individual, group and circle time sessions
- Inform and involve the parents/carers of both the perpetrator and the victim
- Where allegations are found to be deliberately invented or malicious, we would take the actions listed above and also involve other agencies, where appropriate, for example the Safer Schools Officer

Preventing bullying

Spotting signs and symptoms

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Adults should be aware of these possible signs and investigate further if a child:

• is frightened of walking to or from school	• attempts or threatens suicide or runs away	• has unexplained cuts or bruises
• doesn't want to go on the school bus	• cries themselves to sleep at night or has nightmares	• comes home starving (money/snack/sandwiches have been stolen)
• begs to be driven to school	• feels ill in the morning	• becomes aggressive, disruptive or unreasonable
• changes their usual routine/route to school	• begins to under-perform in school work	• starts swearing or using aggressive language for no apparent reason
• is unwilling to go to school	• comes home with clothes torn or books damaged	• is bullying other children or siblings
• begins truanting	• has possessions go "missing"	• stops eating
• becomes withdrawn, anxious or lacking in confidence	• asks for money or starts stealing money (to pay the bully)	• is afraid to use the internet or mobile phone
• is frightened to say what's wrong	• has dinner or other monies continually "lost"	• gives improbable excuses for any of the above

These signs and behaviours **could indicate other problems**, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Bullying of children with Special Educational Needs

Harehills Primary School is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. Everyone involved in the school is aware of those children who can be especially vulnerable to bullying and are therefore particularly vigilant at all

times. High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

What is not classed as Bullying?
We work hard at Harehills to ensure the children know the difference between bullying and simply 'falling out'. It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling or arguments. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank.

Where does bullying happen?
Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report any concerns accordingly. We will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

• Liaison with the local Community Police Officer/ PCSO about problems on the streets.
• Talk to the transport companies about bullying on school buses and transport.
• Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises.
• Map out safe routes to school for children, linking them to the School Travel Plan.
• Discuss coping strategies with parents.
• Talk to the children about how to handle or avoid bullying outside the school premises.

Reporting and responding to bullying incidents
Procedures for reporting bullying incidents
If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school to;

- a teacher, their class teacher, support staff, lunchtime supervisor, learning mentor or a member of staff in the school office.
- a playground friend or MindMate Ambassador who in turn can help them tell a teacher or member of staff.
- an adult at home.
- Report anonymously (through class worry boxes, or the Chatterbox service) or call ChildLine to speak with someone in confidence on 0800 1111.

All school staff have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher. The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the Anti-bullying Policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

All staff will respond calmly and consistently to all allegations and incidents of bullying at Harehills Primary School. Any allegation will be taken seriously by all staff and dealt with impartially and promptly.

All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

Procedures for responding to bullying incidents

Once an incident or allegation of bullying has been reported to a member of staff;

1. Staff will make sure the victim(s) is and feels safe.
2. Appropriate advice will be given to help the victim(s).
3. Appropriate advice will be given to help the perpetrator.
4. Staff will listen and speak to all children involved about the incident separately.

When investigating an incident of bullying, discussions with the children should be appropriate to their age and understanding. The adult should remain neutral, use open questioning and avoid language/style which might be interpreted as accusatory or interrogational. If an incident is deemed 'less serious', then a problem solving "restorative" approach may be used.

5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem solving/ restorative approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the perpetrator that their behaviour is unacceptable.
9. The perpetrator(s) may be asked to genuinely apologise and to explain what they are apologising for. Other consequences may take place and appropriate sanctions applied (see next section).
10. If possible, the pupils will be reconciled.
11. An attempt will be made, and support given, to help the perpetrator(s) understand and change his/her/their behaviour.
12. All incidents and alleged incidents will be recorded on CPOMS
13. Appropriate staff from the Senior Leadership Team (SLT) and the Families and Well-Being Hub Team will be informed
14. As appropriate, parents will be informed and will be invited to come into school for a meeting to discuss the problem.
15. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
16. If necessary and appropriate, the designated child protection officer in school, social services or police will be consulted.

Class teachers, parents and other relevant staff are to be kept informed of any actions and outcomes of a bullying allegation at all stages and relevant record keeping completed.

The following consequences may be used:

It is important to note that, at Harehills the consequences for bullying behaviour run in conjunction with our over-arching Relationships Policy (behaviour); consequently, it may also be useful to consult this policy. The children have discussed consequences and some of their suggestions are included in the list below:

- Apologise to the victim(s) verbally or in writing
- Parents invited into school to discuss the incident
- Loss of golden time
- Loss of playtimes/ lunchtimes/ spend playtimes and lunchtimes with an adult
- Visit another key phase for playtimes
- Structured reflection time with a member of staff
- Work as part of another class for a specific period of time
- Work as part of a class in another school for a specific period of time (NB relevant team transfer documents will need to be completed)
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- Possible suspension or permanent exclusion, in line with statutory guidance and the school's Relationships Policy

Pupils who have experienced bullying/ pupils displaying bullying behaviours/bystanders

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the pupil.

Pupils who have witnessed bullying (bystander) will be helped by:

- discussing what happened
- discussing what the pupil could have done when they had witnessed the bullying
- establishing the wrong doing of the bully and discussing the effect on the victim
- informing parents or carers to support the pupil in telling if this kind of thing happens again

How can we prevent and reduce incidents of bullying?

At Harehills we make every effort to prevent bullying, we agree to be vigilant to the signs of bullying and take reports of incidents seriously. All pupils are actively encouraged to report any incident of bullying to an adult within school. Children are made aware who they can talk to and that they will be listened to.

We use the curriculum whenever possible to reinforce the anti- bullying ethos of the school and help to develop strategies to combat bullying-type behaviours. We also take part in national anti-bullying strategies such as Anti Bullying Week. Whole school initiatives and proactive teaching strategies are used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. Strategies as part of our whole school, preventative approach include:

- Involving the whole school community in writing and reviewing the policy
- Producing a 'child friendly' version of the policy
- Ensuring the whole school community to model appropriate behaviour towards one another
- Using praise and rewards to reinforce good behaviour in line with our Relationships Policy
- Positive promotion of the school rules and the establishment of agreed rules in each classroom
- Worry box within each classroom where children and parents/carers can write and post their concerns and ideas and other clear strategies for children to communicate their worries
- Difference and diversity being celebrated across the school through diverse displays, books and images.
- Promoting the values of equality and respect across the curriculum to ensure that it is as inclusive as possible
- Whole school participation in events such as Anti-Bullying Week, Black History Month and the annual 'Safe as Houses' project and pupils being continually involved in developing school-wide anti-bullying initiatives
- Awareness raising through whole school assemblies and whole school ethos
- Planned programme of PSHE (Personal Social Health Education) scheme of work from Reception to Year 6 is used to support this policy. This includes the MindMate curriculum.
- Use of relevant strategies within the curriculum such as circle time and drama and role-play, as appropriate
- Use of materials and resources which promote self-esteem
- Providing opportunities for restorative circles to provide support to targets of bullying and those who show bullying behaviour
- Particularly vulnerable children targeted for inclusion and support with relevant staff
- Introducing playground improvements and initiatives

- Utilising the school's Playground Friends and pupil-led programmes (School Council, MindMate Ambassadors) in order to offer support to all pupils, including those who may have been the target of bullying
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy (including the My Health My School (MHMS) survey)
- Relevant training for all staff
- All staff and pupils across the school challenging Stereotypes
- Working with parents and carers and in partnership with community organisations to tackle bullying.

Training

All school staff will receive regular training on all aspects of the anti-bullying policy.

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Monitoring, evaluation and review

To ensure this policy is effective, it will be regularly monitored and evaluated. Questionnaires completed by the whole school community, together with surveys, focus groups, children's and parents/carers' comments posted in the 'Worry box' and recorded incidents of bullying will be used to gauge the effectiveness of the policy. The policy will be reviewed annually in consultation with the school community, or sooner if legislation, statutory guidance or local procedures change. Following any formal review, relevant amendments will be made to the policy and all stakeholders will be informed. A copy of the policy will be available to all parents.

Sources of further information, support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available for teachers, parents and children.

Name of organisation	Telephone number	Website
Act Against Bullying	0845 230 2560	www.actagainstbullying.org
UK Council for Internet Safety (UKCIS)		https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf
Advisory Centre for Education (ACE)		www.ace-ed.org.uk
Anne Frank Trust	0207 284 5858	www.annefrank.org.uk
Anti-Bullying Alliance (ABA)		www.anti-bullyingalliance.org.uk
Anti-bullying Network		www.antibullying.net
Anti-bullying Week.org	0208 771 3377	www.antibullyingweek.org
Project Bully Free Zone		www.projectbullyfreezone.com
Bullying UK	0808 800 2222	www.bullying.co.uk
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Childnet International	0207 6396967	www.childnet.com
Digizen		www.digizen.org
EACH		www.each.education/support/homophobic-bullying/
Family Lives	0808 800 2222	www.familylives.org
Internet Watch Foundation		www.iwf.org.uk
Kick it out	0207 253 0162	www.kickitout.org
Kidscape	020 7730 3300	www.kidscape.org.uk
Leicestershire LEA website devoted to anti-bullying	0116 3057570	www.beyondbullying.com
Mencap		www.mencap.org.uk
National Bullying Helpline	0845 22 55 787	https://www.nationalbullyinghelpline.co.uk/help-guides.html#bullyguide
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.familylives.org.uk
Restorative Justice Council		www.restorativejustice.org.uk
Stonewall	0800 050 2020	www.stonewall.org.uk
Show Racism the red card		www.srtrc.org
The Children's Legal Centre	0800 783 2187	www.childrenslegalcentre.com
The Office of the Children's Commissioner	0207 783 8330	www.childrenscommissioner.gov.uk
Think U Know	0870 000 3344	www.thinkuknow.co.uk
Victim Support	0808 1689 111	www.victimsupport.ork.uk

Links to other policies

Related policies include;

- Relationships Policy (behaviour)
- Growing & Changing (RSE) policy
- PSHE policy
- Online Safety policy
- Safeguarding and Child Protection
- Equal opportunities
- SEND and Inclusion policy
- Single Equality Scheme
- Complaints
- Website anti-bullying tab

The school has due regard to the following legislation, statutory guidance and advice in the development and implementation of this policy:

• Keeping Children Safe in Education (DfE, September 2026)

• Working Together to Safeguard Children (DfE, March 2026)

• Preventing and Tackling Bullying (DfE, July 2017; GOV.UK page updated July 2026)

• Behaviour in Schools: Advice for headteachers and school staff (DfE, current version)

• Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE, current version)

• Searching, Screening and Confiscation: Advice for schools (DfE, current version)

• Relationships Education, Relationships and Sex Education and Health Education statutory guidance (DfE, current version)

• Equality Act 2010 and Equality Act 2010: Advice for schools

• Cyberbullying: Advice for headteachers and school staff (DfE, 2014)

• Sharing nudes and semi-nudes: Advice for education settings working with children and young people (UKCIS, current version)

• Tackling Race and Faith Targeted Bullying Face to Face and Online (UKCIS and Anti-Bullying Alliance, 2017)

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