



HEAP BRIDGE VILLAGE PRIMARY SCHOOL

"Working together, learning together"

Hollingworth
Learning Trust

Anti-Bullying Strategy & Policy

Headteacher

Mr. M. Cockcroft

2025 - 2028

BE POSITIVE

BE PRO-ACTIVE

BE PROUD

ANTI-BULLYING STRATEGY & POLICY

Introduction

Heap Bridge Village Primary School is committed to the Anti-Bullying - Charter for Action and regards the welfare and safeguarding of its pupils as one of its top priorities. The Charter for Action is renewed each year during Anti Bullying Week.

The school has a clear Behaviour Policy, which helps to both reduce incidences of bullying and also identify clear strategies for disciplining children who are responsible for bullying. The Behaviour Policy should therefore be used in conjunction with this policy when addressing any issue relating to bullying.

This school/setting believes that:

- Bullying, including cyber, bullying, homophobic, biphobic and transphobic (HBT) bullying, is unacceptable
- Bullying, in all its forms, is a problem to which solutions can be found
- Seeking help and openness are regarded as signs of strength not weakness
- All members of our community will be listened to and taken seriously
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear, bullying, harassment and discrimination
- All of us have a responsibility to ensure that we do not abuse or bully others
- Children and young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously
- Children and young people should be involved in decision-making about matters that concern them
- We all have a duty to work together to protect vulnerable individuals from bullying, including cyber bullying, HBT bullying and other forms of abuse
- We tackle bullying best by encouraging an environment where diversity is celebrated and individuals can develop without fear.

Aims and objectives

- To make it clear that bullying, of any kind, is unacceptable and will not be tolerated in our school.
- To raise the awareness of the nature and impact of bullying and what systems are in place to deal with it
- To produce a safe and secure environment where all pupils can learn about respect and their responsibilities towards others.
- To promote the understanding that the management and reporting of bullying, including cyber and HBT bullying is a responsibility of us all.
- To produce a consistent attitude and effective response towards bullying from all members of the school community.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of our community
- We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community
- To promote emotional health and wellbeing across the whole school and for all members of our community to role-model this in all situations
- We are committed to improving our school's approach to tackling bullying and promoting equality and diversity. We will regularly review our practice, assess our impact and review new guidance and support materials as they emerge.

Definitions:

(Extract from - Preventing and tackling bullying Advice for headteachers, staff and governing bodies - October 2014)

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, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available.

(Extract from - Getting Started: A toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in primary schools) - Stonewall 2016

1. Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – Several Times On Purpose.

The nature of bullying can be:

- *Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone*
- *Attacking property – such as damaging, stealing or hiding someone's possessions*
- *Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone*
- *Psychological – such as deliberately excluding or ignoring people*
- *Cyber – such as using text, email or other social media to write or say hurtful things about someone*
- *Bullying can be based on any of the following things:*
 - *Race (racist bullying)*
 - *Religion or belief*
 - *Culture or class*
 - *Gender (sexist bullying)*
 - *Sexual orientation (homophobic or biphobic bullying)*
 - *Gender identity (transphobic bullying)*
 - *Special Educational Needs (SEN) or disability*
 - *Appearance or health conditions*

ANTI BULLYING STRATEGY

Practice and Procedures

PREVENTING... What we do to prevent bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach. Through the consultation process, all involved have agreed to:

- promote understanding of equality and diversity within the school curriculum
- be supportive of each other and provide positive role models
- convey a clear understanding that we do not tolerate unacceptable behaviour
- be clear that we all follow the ground-rules
- be fully involved in the development of the anti-bullying policy and support anti-bullying practice
- support each other in the implementation of this policy

All the members of the school community are expected to report incidents of bullying.

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

Staff have agreed to:

- Provide children with a framework of behaviour, including rules, which support the whole school policy
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying, including cyber bullying, racism and homophobic bullying, through the curriculum including activities, stories, role-play, discussion, peer support, school council, etc.
- Through the Headteacher/senior staff member, keep the governing board well informed regarding issues concerning behaviour management
- Provide a key staff member who is responsible for the monitoring of the policy (Headteacher)

Governors have a duty to:

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Identify one governor to be the nominated 'link' within the leadership structure (Chair)

Through the development and implementation of this policy, Heap Bridge Village Primary School trusts that all children, young people, parents/carers and staff will:

- Feel confident that everything is being done to make Heap Bridge a safe and secure environment
- Know who can be contacted if they have any concerns about bullying, including cyber bullying (Headteacher)
- Feel supported in reporting incidents of bullying, including cyber bullying, racism and homophobia
- *Be reassured that action regarding bullying, including cyber bullying, will take place*
- *The role of Parents*
- *Parents also have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.*
- *Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.*
- *The home school agreement provides a clear outline for parents to encourage their children to be a positive member of the school.*

RESPONDING... Reacting to a specific incident

Recording - Before recording an incident it may be useful for staff to consider the following:-

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure that the child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in the child's behaviour?

All incidents of bullying (as defined above) will be recorded by the school. A senior member of staff will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation. Other behaviour incidents are recorded in line with the whole school Discipline and Behaviour Policy.

Parents/carers of all children involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented and added to the incident log.

Dealing with an Incident

Whenever a bullying, including cyber bullying, incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Before progressing it may be useful for parents/carers to consider the following:-

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?

The school community needs to be made aware that when a bullying, including cyber bullying, incident has come to the attention of adults in the school, it has been taken seriously and action has resulted

We expect to support all involved by:

- Talking the incident through with all parties involved
- Supporting the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Explore the use of Restorative Approaches
- Discussing which rules(s) have been broken
- Discussing strategies for making amends

Measures will be in line with the school's behaviour and discipline policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Restorative Approaches
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the senior staff member/Headteacher expressing concerns
- Time out from the classroom
- Pastoral support plan
- Suspension or permanent exclusion

Safeguarding procedures will be followed when child protection concerns arise

Consultation, Monitoring and Review:

This policy is the result of a process of consultation with the above noted groups from across our community. The effectiveness of our anti-bullying strategies are monitored by the Headteacher on an ongoing basis and written reports are submitted to the governing body identifying behaviour issues on a regular basis.

It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are children and young people, staff, parents and carers, governors, and people from other organisations involved with the life of our school (inc. before/after school clubs etc). Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by governors.

Further advice and resources can be found on the Rochdale Council website here:

<http://www.rochdale.gov.uk/council-and-democracy/policies-strategies-and-reviews/policies/children-and-young-people/Pages/anti-bullying-policy.aspx>

For further guidance on preventing bullying published by the DfE see this page on their website:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

HEAP BRIDGE SCHOOL COUNCIL

Pupil Friendly Anti-Bullying Policy

During Anti-Bullying week we will ask the children to complete a questionnaire to find out about Bullying at Heap Bridge Village Primary School. The following sections of this policy were written by the children in the School Council.

We Believe:

- Our school is a place where everyone has the right to be themselves.
- Our school is a place where everyone can feel safe, be happy and learn.
- Everyone at our school is equal and acts with respect and kindness towards each other.
- Our school is a bully-free place.

What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people. A useful way to remember bullying is:

SEVERAL TIMES ON PURPOSE



- Race or ethnicity (racist bullying)
- Religion or belief
- Family and culture
- Sexist bullying, which is bullying someone because of their gender.
- For example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'
- Homophobic or biphobic bullying. This is saying unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or two dads. It is also calling someone lesbian, gay or bisexual on purpose to be unkind or nasty to them, for example 'you're so gay!'
- Transphobic bullying. This is saying unkind things because someone is trans, or because you think they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be).
- Special educational needs or disability
- What someone looks like
- Where someone lives

- Hitting or saying you are going to hit someone
- Touching someone when they don't want you to
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people
- Stealing or damaging someone else's belongings
- Ignoring someone on purpose or leaving them out
- Sending hurtful or unkind texts, emails or online messages to someone or about someone



Why does bullying happen?

Although bullying doesn't happen very much at this school it might happen. Bullies can be older or younger than you, bigger or smaller than you. Bullies pick on people who may be different in some way and try to make them feel worse about themselves. If you are being bullied remember that it is never your fault.



If someone is being hurtful or unkind to you several times on purpose, for whatever reason, whether it is about you or your family or friends, that is bullying. No one should be picked on for being different in anyway, for how they act, what they look like or who their family are.

What should I do if I think someone is being bullied?

Talk to the person and ask if they're ok and try to find out if they are being bullied. If they are, ask if you can help them talk to a teacher or an adult they trust.



Bullying can happen at school, after school and online



What should I do if I'm being bullied?

If you tell a teacher or an adult at school they will be able to help you. They may tell another teacher like your class teacher, or a parent or carer so that they can help you. Telling an adult will never make the bullying worse. They will talk to you and the bully to find ways to stop the bullying.

If you are being bullied it is important to tell someone you trust. Tell an adult or friends, either at school or at home. If you have already told an adult about bullying you can still tell them again.

You can:

- Tell a teacher – your class teacher or any other teacher
- Tell a friend or member of the school council who will be able to help you
- Tell any other adult staff in school
- Tell an adult at home
- You can also write a note about the bullying in the bully box (on the main corridor)
- You can use the 'Report Anything' button on the school blog and website.
- You can also call ChildLine at any time for free on 0800 1111. They will not tell anyone else about what you have said.

The Role of the School Council (by the School Council)

- We want the children of Heap Bridge Village Primary School to know that they can come and talk to any member of the School Council who will help them if they need some support to deal with their situations or if they feel a bit shy about going and telling their teacher about what is happening to them.
- We will hold regular School Council Assemblies to remind the other children of what they can do if they think that they are being bullied.

The Role of the Pupils (by the School Council)

We want the pupils of Heap Bridge Village Primary School to be truthful and honest.

If they have hurt someone or been nasty and unkind to them we want them to own up and say sorry for what they have done.

We think the children of Heap Bridge Village Primary School should be responsible for their own actions and treat other people as they would want to be treated themselves.

We want the pupils of Heap Bridge Village Primary School to respect each other and be kind. We want the pupils to feel that they can express their opinions and ideas without being laughed at or teased because we know that we have the responsibility to listen to others and respect their opinions.

At playtimes, we need to share the equipment and play nicely with each other.

The Role of the staff (from the Schools Councils / pupils point of view)

The School Council wanted to make the additional points about how staff would deal with incidents of bullying.

- We think that it is important for the staff to listen to our problems and help them sort things out.
- For staff to talk to the bullies to help both sides.
- To speak to children separately and write down what they say has happened then speak to both together and help them sort out their differences and solve any problems

The School Council will be asked to revise their contribution to this policy on an annual basis.

Glossary

This list will help to understand some of the more common terms you might come across when tackling homophobic, biphobic and transphobic bullying and

talking about lesbian, gay, bisexual and trans (LGBT) people. See Stonewall's guidance for teachers on supporting LGBT young people for more information.

Key terms referenced in this toolkit

Sexual orientation

a person's emotional, romantic and/or sexual attraction to another person

Gender identity

a person's internal sense of their own gender. This could be male, female, or something else (For example see non-binary below)

Sex

assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'

Lesbian

refers to a woman who has an emotional, romantic and/or sexual orientation towards women

Gay

refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality – some women define themselves as gay rather than lesbian

Homosexual

this might be considered a more medical term used to describe someone who has an emotional, romantic and/or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used

Bisexual

refers to a person who has an emotional, romantic and/or sexual orientation towards more than one gender

Trans

an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer

LGBT

the acronym for lesbian, gay, bisexual and trans

Homophobia

the fear or dislike of someone who identifies as lesbian or gay

Biphobia

the fear or dislike of someone who identifies as bisexual

Transphobia

the fear or dislike of someone who identifies as trans

Gender stereotypes

the ways that we expect people to behave in society according to their gender, or what is commonly accepted as 'normal' for someone of that gender

Other terms you may come across

Coming out

when a person first tells someone/others about their identity as lesbian, gay, bisexual or trans

Questioning

the process of exploring your own sexual orientation and/or gender identity

Queer

in the past a derogatory term for LGBT individuals. The term has now been reclaimed by LGBT young people in particular who don't identify with traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some

Cisgender

a word to describe someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Non-binary

an umbrella term for a person who identifies outside of the 'gender binary', (in other words, outside of 'male' or 'female')

Transsexual

this was used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender

Gender variant

someone who does not conform to the gender roles and behaviours assigned to them at birth. This is usually used in relation to children or young people

Child-friendly explanations

These child-friendly explanations might help you to explain some of the most commonly used terms in this toolkit to a young person. You can use these as a basis to help pupils' understanding of the child-friendly anti-bullying policy, the homophobic, biphobic and transphobic bullying pupil survey and wider work in school. They may also help you to respond to homophobic, biphobic and transphobic language and develop school scripts (see Step 5).

Gender dysphoria

used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.

Pronoun

words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they / their and ze / zir

Gender

Babies are given a gender when they are born, for example 'male' or 'female', 'boy' or 'girl'

Gender identity

Everyone has a gender identity. This is the gender that someone feels they are. This might be the same as the gender they were given as a baby, but it might not. They might feel like they are a different gender, or they might not feel like a boy or a girl

Trans

Trans is a word that describes people who feel the gender they were given as a baby doesn't match the gender they feel themselves to be. For example, someone who is given the gender 'boy' as a baby but feels like a girl

Straight or heterosexual

A straight or heterosexual person is someone who falls in love with, or wants to have a relationship or partnership with, people who are the opposite gender to them. For example, a man who is in a relationship with a woman, or a girl who is in love with a boy

Gay

The word gay refers to someone who falls in love with, or wants to have a relationship or partnership with, people who are the same gender as them. For example, a man who loves another man or a woman who loves another woman, this includes two dads or two mums

Lesbian

Lesbian is a word to describe a woman who falls in love with, or wants to have a relationship or partnership with, other women. For example, a girl who is in love with another girl, or two mums who are in love with each other

Bisexual

Bisexual is a word to describe someone who falls in love with, or wants to have a relationship or partnership with someone of the same gender as them *or* with someone of a different gender to them. A bisexual person might say that the gender of the person they fall in love with doesn't matter to them.

People might use words such as boyfriend, girlfriend, husband, wife or partner to describe the person they are in love with or in a relationship with.