Hillary Primary School
Anti-Bullying Policy

Approved by:	J.Copley	**Date:**	November 2025
Last Reviewed:	November 2022		
Next Review due by:	November 2027		

A proud member of: The Forge Brook Trust

Contents

1. Introduction 3
2. Purpose of this policy 3
3. What is bullying? 4
4. Signs and Symptoms 6
5. Procedures for reporting and responding to bullying incidents 7
6. Roles & Responsibilities 9
7. Strategies for the prevention & reduction of bullying 10
8. Links with other policies 11

1. Introduction

At Hillary Primary School we are committed to providing a warm, caring and safe environment for all of our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Everybody within our school has the right to feel safe, valued, protected and treated with respect. Pupils who are seen to bully others will learn different ways of behaving.

At Hillary Primary School, we acknowledge that bullying may happen from time to time. If bullying does occur, a pathway is in existence for incidents to be reported to a trusted adult on the understanding that these will be dealt with promptly and effectively in accordance with this policy.

2. Purpose of this policy

This policy provides information and expectations about how to prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created in which everyone can learn and work. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (Thrive ethos, School drivers, Staff training, Celebration assemblies etc.) and quality first teaching strategies (PHSE lessons, circle time etc.) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

Bullying and cyberbullying will not be tolerated. It is our responsibility to ensure that if it occurs any incident of bullying is dealt with in line with this policy.

3. What is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional:	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
Physical:	Pushing, kicking, hitting, pinching, throwing stones, biting, hitting, punching or any use of violence, taking or hiding someone's things
Racial:	Racial taunts, graffiti, gestures, making fun of culture and religion
Sexual:	Unwanted physical contact or sexually abusive or sexist comments
Homophobic:	Because of, or focussing on the issue of sexuality
Verbal:	Name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
Cyber bullying:	Sending offensive text messages/emails, internet chat, Facebook misuse, misuse of associated technology i.e. Camera and video facilities, iPad, games consoles
Disability Discrimination:	Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs

Reasons for being a victim of bullying may be related to:

- Race / religion / culture
- Gender
- Disability or Special Educational Need
- Being a timid child on the edge or outside of a group
- Appearance or Health condition
- Home circumstances, including young carers and poverty
- Sexual orientation

Reasons for bullying may be:

- A victim of violence
- Bullied at home
- Enjoyment of power
- Enjoyment of creating fear
- Not allowed to show feelings
- Copying behaviour at home or on TV

- Unhappy
- Insecure
- Self-hating

Children and adults from all backgrounds, cultures, races and sexes can be involved in bullying others.

What bullying is not

It is important to understand that bullying is not the **odd occasion** of falling out with friends, name calling, arguments or when the **occasional** trick or joke is played on someone. It is bullying if it is done several times on purpose. 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. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Where does bullying happen?

Bullying can take place in the classroom, in the corridors, in the toilets, in the dining hall, in the playground and online. Bullying may also happen on the journey to and from school and through social media. In such cases, the Head teacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

At Hillary Primary School, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises.

The following steps may be taken:

- Talk to the local Community Police Officer – Police involvement may be necessary for serious cyber incidents
- Talk to the transport companies about bullying on school buses and in school taxis
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside of the school premises
- Discuss Online safety

Generative Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative Chatbots such as ChatGPT and Google Bard.

Hillary Primary School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, Cyberbullying can be categorised as sharing embarrassing photos, creating fake profiles in the form of 'Deepfakes', where AI is used to create images, audio or video hoaxes that look real, and exclusion from online groups.

Hillary Primary School will treat any use of AI to bully pupils as serious and report using our CPOMs system after thoroughly investigating and preserving evidence using screenshots.

4. Signs and Symptoms for Parents and Staff

A child may indicate, by different signs or behaviour, that they are being bullied. Adults should be aware of these possible signs and investigate further if a child:

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

These signs and behaviours could indicate other social, emotional and / or mental health problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible by the safeguarding or Thrive team as appropriate.

When parents suspect/report bullying, they can expect school to act immediately, all facts will be gathered and investigated thoroughly, with parents kept informed at every stage via telephone call. If parents feel unhappy with how the incident is handled, they can use the school complaints procedure.

Parents can support their children at home by reassuring them that school procedures have been followed and reminding them that there is a safe space in school that they can access if they feel vulnerable. Resources will be made available to parents about online safety and monitoring their children's digital activity should the incident be cyberbullying.

5. Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying at Hillary Primary School. They will be taken seriously by all staff and will be 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:

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim is, and feels, safe.
3. Staff will listen to and speak to all children involved about the incident separately.
4. The problem will be identified and possible solutions suggested.
5. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
6. Staff will use the School Values Behaviour Chart to reinforce that bullying is unacceptable and will not be tolerated at Hillary Primary School, with restorative work used for first incidents. If possible, the pupils will be reconciled using reparative language and procedures.
7. Consequences may take place and appropriate sanctions applied, if behaviours are repeated and restorative work ignored. In cases of serious bullying (repeated intentional behaviour that harms a child physically or emotionally – this may include hitting, teasing, threatening, manipulation, cyber-bullying, prejudice etc.) the incidents will be recorded by staff on CPOMS and reported to the Multi Academy Trust as appropriate. Records will be kept permanently.
8. In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
9. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place and support offered to the child who bullied to help change their behaviour.
10. The Head teacher will present termly reports on serious bullying incidents to the Governors.
11. If necessary and appropriate, Social Services or police will be consulted.

Sanctions from the Behaviour Policy may be used:

- Reporting to the DSL or DDSL
- Losing privileges
- Losing break times
- Spending break times and lunch times with an adult
- Parents may be invited in to school
- Removal from class to complete work in isolation (internal exclusion)
- Withdrawal from participation in school visits, clubs and events not essential to the curriculum.
- Fixed term suspension (external exclusion)
- Permanent exclusion

Action to be taken to support all pupils involved:

- Environmental changes will be made if necessary in the classroom or playground to ensure that child feels more secure.

- Staff will communicate with other staff and record, where relevant, any incidents or concerns
- The situation will continue to be monitored by all staff to ensure no repetition.
- Children will be observed at break times, lunchtimes and in the classroom. Any follow-up findings will be recorded on CPOMS
- Key friends, identified by the child, will be asked to provide extra support.
- The child will have access to the Nest
- The child will nominate an adult in school whom they trust and feel they can talk to.
- The child will be made aware of the importance of immediate reporting of any further incidents.
- Parents may be invited into school so that action taken can be shared.
- The Safeguarding Team, the SEND Team and the Thrive Team will work together to assess whether the child needs support in the development of social skills, assertiveness, language skills etc.

What can pupils do if they are being bullied or know someone else who is being bullied?

We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Mental Health and Emotional Wellbeing reflects the deeper, important social and emotional learning that each child needs in order to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

All pupils are able to access a safe space within school and understand that Thrive practitioners within school are available to help them unpick any bullying incidents and come to a resolution that is effective and suits all involved, using restorative approaches. All staff are trained in this.

New staff will receive training that includes restorative approaches, ACEs training, managing behaviour both proactively and reactively, how executive function skills need to be developed, and how mental health issues affect behaviour.

Bullying of children with Special Educational Needs

Hillary Primary School is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are.

We have some children who have physical disabilities, and some who have learning disabilities and / or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we 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.

Monitoring and Evaluation

Hillary Primary School will monitor the effectiveness of this policy through:

- Termly analysis of bullying incident data by type, location and year – this will be reported to Governors by the Head Teacher

- Annual pupil surveys on feelings of safety
- Parent feedback following incident resolution
- Policy review triggers – not just time-based but also incident-based

6. Roles and Responsibilities

Whilst we all have responsibility to promote the safety of students, staff with a specific and relevant remit include:

Mrs J Maynard:	**Named person for Anti-Bullying**, Thrive Approach Practitioner, SEND Governor and Senior Mental Health Lead
Mrs A Taylor:	Head Teacher & Designated Safeguarding Lead
Ms K Mahay:	Deputy Designated Safeguarding Lead
Mrs T Cooper:	Assistant Head Teacher - Inclusion Lead & Thrive Practitioner
Mr D Maynard:	Thrive Practitioner & Mental Health First Aider
Mr W Ludlow:	Thrive Support Assistant
Ms J Street:	Governor for Mental Health

Role of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in their children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in their child's education.
- If they feel their child may be a victim of bullying behaviour, to inform school. Their complaint will be taken seriously and appropriate action will follow.
- If they feel their child has been bullied by another child, we ask them to not approach that child or the child's parent on the playground, but to inform school immediately
- Not to advise their child to fight back. This will only make the problem much harder to solve.
- Tell their child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.

The Role of Bystanders

Bystander Responsibilities – pupils who witness bullying have a responsibility to:

- Not join in or encourage the behaviour
- Report what they have seen to a trusted adult
- Support the victim by being friendly and inclusive

We recognise that reporting bullying takes courage, and we will always take reports seriously and protect those who come forward.

7. Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These will include:

- All staff are made aware of the anti-bullying and behaviour policies. Anti-bullying training will be delivered as part of Safeguarding training and Cyberbullying will be included in e-safety training.
- PHSE scheme of work will support the anti-bullying policy, with specific topics covered in each year group, these will be revisited termly
- Links will be made to other curriculum areas e.g. Computing, English for empathy through literature and role-play.
- Circle time activities on bullying issues
- Questionnaires to find out children's views and perceptions of bullying within school
- Bespoke Thrive work for individuals with a development interruption
- Class Thrive work at 'right time development'
- YouHQ account for each child containing a confidential 'check-in' box to highlight worries
- Using celebrations and privileges to reinforce good behaviour
- Use of the school vales (5Rs) to reinforce Respect, Resilience, Resourcefulness, Reciprocity and Reflection
- Buddy systems for vulnerable pupils
- Thrive Ambassadors – peer mediators to identify and highlight possible bullying and report it to the Thrive practitioners in the Nest

Thrive

The Thrive approach is used at Hillary Primary School in order to achieve maximum impact on outcomes for pupils in terms of their academic performance as well as their physical and mental well-being. Life events / trauma can introduce episodes, which become interruptions in some children's development. The Thrive programme supports staff in creating a differentiated provision in response to need with reparative strategies as part of systematic, carefully planned actions.

At Hillary, we use Thrive for all pupils, age appropriately woven within and across the day as 'right time learning'. This is within class led by class teachers and underpinned consistently by all staff across our whole provision. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

Our THRIVE base, The Nest, is our hub for THRIVE provision, facilitating and offering supportive programmes for pupils in a variety of ways across the school day. The behaviour policy that was developed by our Thrive team has clear consequences for bullying and training is given to all staff regarding this. There is a clear path to follow as this is Level 4 behaviour and warrants being dealt with by the DSL, DDSL or a member of SLT. Reflection is part of the reparation process for all pupils – this is carried out in the Nest by trained Thrive practitioners to ensure an appropriate outcome for all.

Find out more about THRIVE at: www.thriveapproach.co.uk

8. Links with other Policies

This policy should be read in conjunction with:-

- Hillary Primary School Safeguarding Policy
- Hillary Primary School Behaviour Policy
- Hillary Primary School Thrive Mental Health & Emotional Wellbeing Policy
- Hillary Primary School Online Safety Policy
- Hillary Primary School SEND and Inclusion Policy