



**HODGE HILL**  
PRIMARY SCHOOL



***...providing an exceptional education for every child***



# Anti-Bullying Strategy

## 2025-2026

Responsibility for this policy

Angela Schofield (Headteacher)

Responsibility for monitoring/evaluation:

Deputy Headteacher

Date of next review:

September 2026 or earlier if required

Links to other policies and key documents:

Positive Relationships Policy, Online Safety Policy, Safeguarding Policy and Procedures, Attendance Policy.

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## Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff. Children will be taught about what bullying is and supported in understanding what behaviours are expected of them through KiVa sessions delivered in KS2.

## What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is where there is an imbalance of power and is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.

Bullying can be, but not limited to:

Type of bullying	Definition
Emotional	Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
Physical	Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic	Because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

## **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. This will be supported by the school's delivery of the KiVa anti bullying programme.

## **Objectives of this Policy**

All teaching and non-teaching staff, pupils and parents should:

- have an understanding of what bullying is.
- know what the school's policy is on bullying and follow it when bullying is reported.
- know what the school's policy is on bullying and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated.

## **Staff Responsibilities**

- To implement procedures to confront bullying of any form
- To use KiVa lessons in KS2 to delivery the school's antibullying programme
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible using KiVa screening and discussion forms
- To take appropriate action and to refer to Leadership Team/KiVa team as appropriate
- To share with parents of the victim and bully, incidents of serious and /or persistent bullying
- Through KiVa and PSHE sessions, promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To promote open management styles which facilitate communication and consultation within school and relevant agencies when appropriate
- To promote the use of interventions which are least intrusive and most effective.

## **Signs**

A pupil may indicate by signs or behaviour that they are being bullied. All adults should be aware of these possible signs and that they should investigate if a pupil:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes in behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

A pupil may indicate by signs or behaviour that they are bullying another pupil or pupils. All adults should be aware of these possible signs and that they should investigate if a pupil:

- gets easily frustrated, lashes out, displays temper tantrums
- exclusiveness – will only interact with certain pupils
- lacks empathy

- blames others
- uses derogatory language such as loser

## **Procedures**

1. Report bullying incident to staff.
2. Identify bullying incident using KiVa screening form to support
3. The bullying behaviour or threats of bullying must be investigated (using KiVa form 2 and 3 )and the bullying stopped quickly.
4. Staff to record the incidence using CPOMS.
5. Formally record incidence of racism or homophobic bullying following local authority procedures.
6. In cases of bully the KiVa team will have follow-up discussions with all pupils involved and agree actions(form 4, 5 and 6)
7. In cases of bullying, parents should be informed and met with to discuss the incident and next steps.
8. If necessary and appropriate, police will be consulted
9. Intervention will be delivered to support the bully (bullies) to change their behaviour

## **Outcomes**

The bully (bullies) will be asked to genuinely apologise. Other consequences such as those in our positive relationships policy may take place. For example:

- Liaison with parent
- KiVa intervention discussions to take place and actions to be agreed
- Use of home / school communication books
- Monitoring by Class teacher, Pastoral Team or Leadership Team
- Peer support/peer mentoring
- A behaviour contract
- Intervention from a member of the Pastoral Team
- Assertive training
- Involvement of external agencies if appropriate
- In serious cases, internal or external exclusion

If possible, the pupils will be reconciled.