



Anti-Bullying Policy
Humberston Cloverfields Primary Academy

Enquire Learning Trust
Ever Curious, Always Learning

Approved by: C. Patterson

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Next review due by: September 2026

This policy aims to produce a consistent school response to any bullying incidents that occur so that all those connected with the school are aware of our opposition to bullying. In line with our stance on Safeguarding, our expectation is that every member of staff is accountable and responsible in the drive to eradicate any harmful and hurtful behaviour in our school. Bullying is wrong, and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as completely unacceptable.

What is bullying?

Relational conflict' is a common occurrence in schools and it is important that all incidents of falling out amongst children are dealt with in line with our culture on care and respect for all. Support and sanctions are personalised to the situation but pupils are expected to be responsible for their behaviour towards others and ensure that this is not hurtful in any way. Should such behaviours meet the criteria of the definition below, these will be taken seriously and dealt with immediately.

Definition according to the Anti-Bullying Alliance (ABA)

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

Signs and Symptoms of Bullying

Children who are being bullied may show changes in behaviour. All staff should be on alert to this and act promptly in accordance with this policy. Signs of a child being bullied may include:

- Reluctance to attend school, a high level of absence or persistent lates
- Feigning illness
- Appearing more anxious or insecure
- Having fewer friends or appear lonely
- Appearing unhappy
- Appearing shy or nervous
- Having low self-esteem or confidence
- Having a negative self-image
- Clinging to adults or prefer adult company
- Feeling stupid or a failure or unattractive

At Humberston Cloverfields Academy, we recognise that bullying can be:

- Pupil on pupil
- Pupil on staff
- Staff/adult on pupil
- Adult on adult

Those more at risk include;



Bullying can be a group behaviour:

Bullying is rarely a one-on-one situation. The ABA have identified different roles in bullying situations and we teach children the implications and consequences of these.

The **reinforcer** supports the bullying, might laugh or encourage what's going on but doesn't 'do' it.

The **defender** stands up for someone being bullied. They know that bullying is wrong and feels confident enough to defend. They might talk to an adult in school.

The **ringleader** initiates and leads the bullying.

The **assistant** is actively involved in 'doing' the bullying, but does not lead it.

The **target** is the person at whom the bullying is aimed.

The **outsider** ignores or doesn't see the bullying and doesn't want to get involved.



Our aim is for all our pupils to be safe so they can learn in a relaxed and secure atmosphere. We are committed to preventing bullying of ALL children including children of protected and vulnerable groups of children, such as disabled children, children with SEN, those who are perceived to be LGBTQ, race or religion targeted, young carers, looked after children, appearance targeted, sexist or sexual bullying in line with the Equality Act 2010. If bullying does occur, each individual should be able to tell, and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell an adult with the confidence it will be dealt with.

Preventing bullying:

Our school aims to prevent bullying by:

- Celebrating difference and diversity in all
- Having a strong anti-bullying ethos
- Developing staff skills in preventing and dealing with bullying

Our strategies

- An insistence on a the school climate of mutual respect
- Providing appropriate levels of adult supervision at all times, thus reducing opportunities for relational conflicts and bullying to occur
- Ensuring all staff are effectively trained in de-escalation and restorative strategies
- Having an effective PSHE and Relationships and sex education curriculum, which teaches children about celebrating differences. We use the Jigsaw materials to support this.

- Supporting the national Anti-bullying week in November each year; we call it Friendship week and use the opportunity to celebrate friendships and remind about appropriate behaviours with those we spend time with
- Safe online behaviours are highlighted on the annual National Safer Internet Day; this is also a constant part of computing and PSHE sessions
- Weaving anti-bullying and celebration of friendship, diversity and kindness through the curriculum with a focus on PSHE. For example, we aim for our reading materials in school to offer diverse and inclusive texts.
- The school runs an ELSA programme led by a Learning Mentor which has a range of effective strategies and tools to support in emotional behaviours.

Bullying is **never** acceptable behaviour and stakeholders have a responsibility to support this.

Responsibilities

It is the responsibility of **the Leadership Team** to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.

It is the responsibility of **all staff** to take relational conflict and bullying seriously and seek to prevent any taking place. They are expected to support a culture of anti-bullying that is taught explicitly and is demonstrated implicitly in their everyday conversations with children.

It is the responsibility of **all staff** to ensure children who report any incidents of relational conflict or bullying are supported. Staff must be prepared to investigate further as appropriate and inform SLT whether they have witnessed the event themselves or not. SLT will advise regarding the recording of incidents onto CPOMs or pastoral logs as needed. SLT will also advise or carry out appropriate actions to address the situation and this will usually involve talking to parents.

It is the responsibility of the Learning Mentor to support children who are experiencing difficulties of any sort – including bullying and relational conflict regardless of their role (as seen above).

Parents and carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school. Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school.

It is the responsibility of the **Academy Improvement Committee** to monitor the implementation of the policy as the expectation is that the Leadership Team keeps accurate records of all incidents of bullying, and to report to the AIC about the effectiveness of school anti-bullying strategies on request.

We encourage pupils to be responsible for reporting any worries regarding bullying or perceived bullying, even if they feel it is not important. We also encourage children to do the same to support any other child.

As well as preventing bullying inside of school, we will always seek to prevent and respond to bullying outside of school (e.g. online bullying, journeys to and from school).

Monitoring and review

This policy will be monitored at least annually and will be updated in light of any relevant guidance.