Anti-Bullying Policy
Hill View Primary

Version: 9	**Date: January 2026**
Approved by Board of Governors:	**Date: To be approved**
Next Review Date:	**Date: January 2027**
Written by:	**Michael Hall (DHT)**

Reach For The Stars!

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK. The NSPCC provides summaries of the key legislation and guidance on:

- bullying - learning.nspcc.org.uk/child-abuse-and-neglect/bullying
- online abuse - learning.nspcc.org.uk/child-abuse-and-neglect/online abuse child protection - learning.nspcc.org.uk/child-protection-system
- Additionally, KCSIE 2025 sets the legal framework for safeguarding children in education:
- Preventing and tackling bullying DFE 2017
- The Equality Act 2010

'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, social media, or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

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.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.' (Preventing and Tackling Bullying - DfE, 2017)

PRINCIPLES

At Hill View we recognise that there is no "hierarchy" of bullying – all forms of bullying are taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, parents, and staff or between staff; by individuals or groups; face-to- face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other, and friends fall out for a time. This is not usually bullying.

We have a responsibility to promote the welfare of all pupils, to keep them safe and protect them. The purpose of this policy statement is:

- to prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities.
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.
- to provide information to all staff, volunteers, children, and their families about what we should all do to prevent and deal with bullying.

AIMS

- To create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.
- To extend that culture beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school.
- To create an atmosphere of security and respect where staff are always available to share a voiced or observed concern.
- To ensure that pupils, staff, and parents have a clear understanding of how our actions affect others and permeates the whole school environment.
- To assure pupils, parents, staff, and governors that as a school bullying is not tolerated and that they are aware of the procedures to follow if they believe someone is being bullied.
- To openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with

caring responsibilities.

WHAT DO WE MEAN BY BULLYING?
We are committed to keeping children safe (see KCSIE 2025) and within this framework are certain terms and definitions.

Bullying
Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:
* Deliberately hurtful
* Repeated, often over a period of time

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobia • Transphobic • Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumors, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Child-on-child abuse
All incidents of child on-child abuse is taken very seriously by the school and this is also the case with issues of alleged or actual bullying. Every effort is taken to thoroughly investigate them and resolve the cause and take appropriate action. Reports of alleged bullying will be logged by the adult who observes them. Staff are reminded to be specific in their recording of events, for example, 'Name calling several times', 'singling out someone several times'. Parents/ Carers may use the 'bullying' to refer to an incident of 'child-on-child abuse', so it is important that incidents are properly investigated and then logged as 'unsubstantiated bullying, or 'substantiated bullying'.

Following an incident of alleged bullying the outcome will be recorded as:
* Substantiated.
* Unsubstantiated
* Unfounded.
* False or malicious.

Where an incident, after investigation, is concluded to be an incident of 'substantiated bullying', then action will be taken to support the victim and address the causes and behaviours of the perpetrator. Consideration will be given whether the person making the allegation did so as a 'cry for help' or whether disciplinary action (in line with the behaviour policy) is indicated.

The responsibility to carefully record all includes support staff and lunch time supervisors. They must be signed and dated and then reported by a member of staff on to CPOMs. CPOMs is a secure and trusted safeguarding software that is used by schools and colleges in the UK and worldwide to record, report and manage the full

range of safeguarding, pastoral and wellbeing concerns.[1]

It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE 2025) and the school's safeguarding policy.

KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy has been designed to bear this in mind.

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

The Anti-bullying policy is to ensure that pupils learn in a supportive, caring, and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils and parents. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. We believe learning cannot occur effectively if someone is feeling under any kind of threat from an individual or a group. Bullying can cause real distress and can affect a pupil's health and development. We believe we have a responsibility to respond promptly and effectively to issues of bullying. Therefore, all children and adults are active in reporting and minimising bullying behaviour.

HOW DO WE IDENTIFY BULLYING?

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Changes in sleep patterns.
- Changes in eating patterns.
- Frequent tears or anger.
- Mood swings.
- Feels ill in the morning.
- Becomes withdrawn or starts stammering.
- Becomes aggressive and unreasonable.
- Refuses to talk about what is wrong.
- Begins to target siblings.
- Continually 'loses' money or starts stealing.
- Has unexplained bruises, cuts, scratches.

- Comes home with missing or damaged belongings or clothes.
- Comes home hungry.
- Doesn't want to go to school.
- Changes their route to school or are frightened of walking to school.
- Doesn't want to go to school on the bus/tram/train.
- School grades begin to fall.
- Often alone or excluded from friendship groups at school.
- A frequent target for teasing, mimicking or ridicule at school.
- Unable to speak up in class and appears insecure or frightened.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber-message is received.

We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about:

- seeking opportunities to learn about and celebrate difference.
- increasing diversity within our staff, volunteers, children, and young people.
- welcoming new members to our organisation.

More information about responding effectively to bullying is available:

- **protecting children from bullying and cyberbullying** - Protecting children from bullying and cyberbullying | NSPCC Learning
- **recognising and responding to abuse** - Recognising and responding to child abuse and neglect | NSPCC Learning

All adults should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person. These signs and behaviours could indicate other problems, but bullying

should be considered a possibility and should be investigated.

PUPILS AND STAFF WHO HAVE BEEN BULLIED WILL BE SUPPORTED BY:

- A school focus on positive relationships and positive alternatives, for example the use of social groups for pupils.
- offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- providing reassurance that the bullying will be addressed.
- offering continuous support.
- restoring self-esteem and confidence.
- the use of specialist interventions and/or referrals to other outside agencies e.g., Educational Psychology, where appropriate.
- Reference to specific specialist tools and resources such as those recommended by the Anti-Bullying Alliance https://anti-bullyingalliance.org.uk/tools-information.
- When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern (Keeping Children Safe in Education).
- If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

PUPILS WHO HAVE BULLIED WILL BE HELPED BY:

- discussing what happened.
- restorative justice.
- discovering why the pupil became involved.
- establishing the wrongdoing and need to change.
- informing parents to help change the attitude of the pupil.
- will be sanctioned and the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- the use of specialist interventions and/or referrals to other agencies where appropriate e.g**.,** restorative justice.

BULLYING WHICH OCCURS OUTSIDE SCHOOL PREMISES

Where a pupil is involved in bullying others outside school, e.g., in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone. Consideration will be given as to whether it is appropriate to notify the police or refer the family to external support agencies. The school has the power to discipline pupils for misbehaving outside the school premises.

CYBER-BULLYING/ ONLINE BULLYING

Cyber-bullying/Online bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience. An electronic device, such as a mobile phone, can be seized by a member of staff to examine data or files, and delete these, where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone. If the images are indecent the phone maybe seized and presented to the police.

OUTCOMES

1. All known/reported incidences of alleged bullying will be investigated by the class teacher and/ or by a senior member of staff.
2. Parents of the victim may also be questioned about the incident or about their general concerns.
3. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. E.g., a parent being informed about their child's behaviour, sanctions within school.
4. In some cases, outside agencies may be requested to support the school or family in dealing with bulling e.g., police, counsellor etc.
5. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

REPORTING AND RECORDING

All incidents of child-on-child abuse are taken very seriously by the school and this is also the case with issues of alleged or actual bullying. Every effort is taken to thoroughly investigate them and resolve the cause and take appropriate action. Reports of alleged bullying will be logged by the adult who observes them. Staff are reminded to be specific in their recording of events, for example, 'Name calling several times', 'singling out someone several times'.

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The responsibility to carefully record all includes support staff and lunch time supervisors. They must be signed and dated and then reported by a member of staff on to CPOMs. CPOMs is a secure and trusted safeguarding software that is used by schools and colleges in the UK and worldwide to record, report and manage the full range of safeguarding, pastoral and wellbeing concerns.

We have considered our systems so that they operate with the best interests of every child at heart. We work to ensure that our pupils can say what is happening to them and they know that they will be heard, and all children are regularly briefed, for example through PHSE, so that they can confidently report abuse and that concerns that any child shares will be taken seriously.

To ensure that our reporting systems are well promoted, easily understood and easily accessible and have the confidence of children at school, pupils are taught about bullying and child on child abuse in regular PHSE lessons and assemblies. Themes are actively explored through engagement with Anti-bullying week.

- Pupils are taught that the school has a zero-tolerance approach to abuse and incidents such as 'banter', are not tolerated.

Additionally, all pupils are taught about their responsibilities as bystanders, to help and protect others as part of the school community. There is an expectation upon pupils to look out for and report any incidents of suspected bullying to an adult member of staff in the school, and/ or a senior member of staff. Our pupils can expect that all concerns reported in this way will be investigated ed and action will be taken.

Finally, we recognize that even if there are no reported cases, such abuse may still be taking place and simply not reported. Staff understand that children may not always make a direct report and information may come from overheard conversations or observed behaviour changes. They have been trained to be professional curious and to take action to ensure the safety of all pupils at the school.

MONITORING, EVALUATION AND REVIEW

A senior member of the school staff will lead on the implementation of the policy. An annual report will be made to the governing body, including statistics about:

- the number of reported concerns
- monitoring information about the pupils involved
- actions taken and outcomes

The school will annually review the policy and assess its implementation and effectiveness.

Responsible – Michael Hall Deputy Head
Reviewed – January 2026
Updated to reflect changes to KCSIE 2025 & Behaviour policy   Changed (Y/N) – Yes

Appendix 1

PROCEDURE FOR PREVENTING BULLYING AT HILL VIEW

The Governors will:
1. Liaise with the Headteacher over all anti-bullying strategies and be made aware of individual cases where appropriate.
2. Discuss, review, and endorse agreed strategies and will discuss the Headteacher's report on the working of this policy.
3. Liaise with the Headteacher to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

The governing body's key roles are:

- To provide a strategic view

- To support and challenge

- To ensure accountability

The School Leadership Team will:
1. Keep a record of all incidents of bullying reported by teachers and other staff within the school.
2. Work with groups or individuals to resolve situations and help children to modify their behaviour.
3. Inform parents if situations cannot be resolved or if a child is involved in many incidents over time.
4. Take further action such as informing the police and school governors.

Teachers will:
1. Observe patterns or changes in behaviour at play times or when children are working in groups.
2. Be ready to listen to the child or parent/ carer if they approach them with a concern or problem.
3. If unkind behaviour is repetitive and deliberate staff must complete a report on CPOMs and discuss the problem with their year leader and/ or member of the School Leadership Team.
4. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly. Parents will be informed and included in efforts to resolve the situation.
5. An attempt will be made to help the bully (bullies) change their behaviour through individual support or class work linked to PSHE.
6. If necessary and appropriate, police will be consulted.

All non-teaching staff and volunteers will:
1. Will follow all relevant policies and procedures.
2. Be observant and talk to pupils.
3. Deal with incidents according to this policy.
4. Complete a report on CPOMs when a concern arises.
5. Take action to reduce the risk of bullying at all times and in places where it is most likely.

ANTI-BULLYING EDUCATION IN THE CURRICULUM:

At Hill View Primary School, we use a variety of methods to educate children about the nature and impact of bullying to prevent it from occurring. We do this within our PSHE scheme of work 'SCARF'. (Safety, Caring, Achievement, Resilience and Friendship curriculum)

SCARF brings together PSHE Education, emotional literacy, social skills, and spiritual development in a comprehensive scheme of learning. SCARF is designed as a whole school approach. The school also participates in local and national initiatives such as Anti-Bullying Week.

These themes are also supported by:

- Ethos and learning values
- The ASCENT awards
- School Expectations
- Playground rules

- Visits from The Life Educations Centre – Life Bus
- Activities during anti-bullying week
- Visiting theatre productions
- Integrated units linked to feelings and emotions
- E-Safety, dangerous weapons and anti-sociable behaviour talks from the local police force
- Friendship Stops, play leaders
- Assemblies
- SCARF Time and class discussions.
- Informal discussions with individuals and groups of children.