Anti-Bullying Policy



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TRUE LEARNING PARTNERSHIP

1. Statement of Intent

At Hague Bar Primary School, we are committed to providing a safe, inclusive and respectful environment where every child feels valued and where bullying is not tolerated. We believe that all children have the right to learn and thrive in a school community where they feel safe, supported and encouraged to be their best.

We recognise that effective anti-bullying practice supports pupils' wellbeing, personal development, behaviour and attitudes, and contributes to a culture in which every child feels that they belong.

Our school motto, **"Where Everyone Belongs,"** underpins our commitment to fostering positive relationships and celebrating diversity. We actively promote our school values:

- **Be Inclusive** - We include everyone and celebrate differences.
- **Be Kind** - We treat others with care, respect and compassion.
- **Be Your Best** - We show determination and always try our best.

This policy reflects guidance from the Department for Education on preventing and tackling bullying and supports the expectations of the Office for Standards in Education (Ofsted) that schools create a culture where bullying is not tolerated and concerns are addressed swiftly and effectively. [gov.uk], [anti-bully...nce.org.uk]

2. Aims

This policy aims to:

- Prevent all forms of bullying.
- Ensure all members of the school community understand what bullying is.
- Create a culture where pupils feel confident to report concerns.
- Respond promptly and effectively to incidents of bullying.
- Support those affected by bullying.
- Educate pupils about respectful relationships and responsible behaviour.
- Promote equality, inclusion and respect for diversity.
- Fulfil statutory safeguarding and equality duties. [assets.pub...ice.gov.uk], [assets.pub...ice.gov.uk]

3. Definition of Bullying

Bullying is:

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
[assets.pub...ice.gov.uk], [gov.uk]

Bullying may involve an imbalance of power and can occur face-to-face or online.

Single incidents of unkindness, friendship disagreements or conflict between pupils are taken seriously and addressed appropriately, but may not be classified as bullying unless they are repeated and intentional.

4. Types of Bullying

Bullying can include:

Physical Bullying

- Hitting
- Kicking
- Pushing
- Damaging belongings

Verbal Bullying

- Name-calling
- Insults
- Threats
- Derogatory remarks

Emotional or Relational Bullying

- Deliberately excluding others
- Spreading rumours
- Humiliation

- Intimidation

Cyberbullying

- Sending hurtful messages
- Sharing images without permission
- Social media abuse
- Online impersonation
- Excluding others from online groups

Prejudice-Based Bullying

Bullying motivated by prejudice relating to:

- Race or ethnicity
- Religion or belief
- Disability
- Special Educational Needs
- Sex
- Sexual orientation
- Gender identity
- Family circumstance or appearance

Schools have a legal duty to protect pupils from discrimination, harassment and victimisation. [assets.pub...ice.gov.uk], [assets.pub...ice.gov.uk]

Such incidents will be recorded and addressed appropriately in line with the school's Equality Objectives, Safeguarding Policy and Behaviour Policy.

5. Signs and Indicators

A child experiencing bullying may:

- Become anxious or withdrawn.
- Refuse to attend school.
- Show a decline in progress or participation.
- Have damaged belongings.
- Display changes in behaviour.
- Become upset after using technology or social media.
- Experience changes in friendship groups.

- Show signs of low self-esteem.

While these signs may indicate other concerns, they should always be investigated.

6. Roles and Responsibilities

Governors

Governors will:

- Monitor the effectiveness of this policy.
- Ensure statutory responsibilities are met.
- Review safeguarding and behaviour information regularly

Headteacher

The Headteacher will:

- Promote a culture where bullying is unacceptable.
- Ensure incidents are recorded and monitored.
- Support staff in implementing this policy.
- Ensure appropriate training is provided.

Staff

All staff will:

- Model respectful behaviour.
- Challenge discriminatory language and behaviour.
- Take all reports seriously.
- Record and report incidents promptly.
- Support pupils involved.

Pupils

Pupils are expected to:

- Treat others with kindness and respect.
- Report concerns to a trusted adult.
- Support one another appropriately.
- Follow the school's behaviour expectations.

Parents and Carers

Parents and carers are encouraged to:

- Report concerns promptly.
- Work in partnership with the school.
- Support positive behaviour and respectful relationships.

7. Preventing Bullying

Prevention is central to our approach.

The school promotes positive relationships through:

- A clear values-based ethos.
- Personal, Social, Health and Economic (PSHE) education.
- Relationships Education.
- Assemblies and themed events.
- Online safety education.
- Pupil voice opportunities.
- Positive behaviour systems.
- Celebration of diversity and inclusion.
- Promotion of British Values.

Pupils are taught about:

- Respectful relationships.
- Protected characteristics.
- Equality and inclusion.
- Safe use of technology.
- Cyberbullying.
- Bystander behaviour.
- Digital citizenship and online responsibility.

Research shows that effective anti-bullying work is embedded within a school's wider culture and behaviour systems. [assets.pub...ice.gov.uk], [anti-bully...nce.org.uk]

8. Creating a Positive School Culture

The most effective way to tackle bullying is to prevent it from occurring. The school promotes a culture of kindness, inclusion and respect through:

- Explicit teaching of our school values.
- Positive behaviour recognition systems.
- Relationships Education and PSHE lessons.
- Assemblies and themed awareness events.
- Pupil leadership opportunities.
- Celebration of diversity and difference.
- Clear expectations for respectful behaviour both online and offline.

Staff consistently model positive relationships and challenge discriminatory or disrespectful language whenever it occurs.

9. Reporting Bullying

Bullying can be reported by:

- The pupil experiencing bullying.
- Another pupil.
- Parents or carers.
- Staff members.
- Visitors.

Reports can be made to any trusted adult.

All concerns will be treated seriously and investigated appropriately.

10. Responding to Bullying

When bullying is reported, staff will:

1. Listen carefully to all parties involved.
2. Reassure the pupil reporting concerns.
3. Record the incident.
4. Investigate thoroughly.
5. Inform parents where appropriate.
6. Put measures in place to stop the bullying.
7. Support all pupils involved.
8. Monitor the situation to ensure bullying has ceased.

Responses may include:

- Restorative conversations.
- Reflection and education.
- Support plans.
- Behaviour sanctions.
- Loss of privileges.
- Increased supervision.
- Involvement of external agencies where necessary.

Serious incidents will be managed under safeguarding procedures.

Investigation Process

Where appropriate, the DSL will:

- Speak with the pupil or pupils involved.
- Gather information from relevant staff.
- Review available evidence.
- Liaise with parents or carers where appropriate.
- Consider information from filtering and monitoring systems.
- Determine whether the matter can be managed internally or requires external support.

Investigations will be conducted sensitively, fairly and in accordance with safeguarding and data protection requirements.

11. Cyberbullying

The school recognises that bullying can occur online and may continue outside school hours.

Cyberbullying includes:

- Hurtful messaging.
- Sharing inappropriate content.
- Social media misuse.
- Gaming platform abuse.
- Online harassment.

- Digital exclusion.

The school may take action where online behaviour affects the safety or wellbeing of pupils at school. Schools have powers to address bullying occurring beyond the school gate where appropriate. [assets.pub...ice.gov.uk], [assets.pub...ice.gov.uk]

12. Supporting Pupils

Pupils Who Have Experienced Bullying

Support may include:

- Trusted adult support.
- Emotional wellbeing support.
- Check-in meetings.
- Friendship support.
- Pastoral interventions.
- Referral to external services if required.

Pupils Who Have Displayed Bullying Behaviour

The school aims not only to apply consequences but also to change behaviour through:

- Reflection.
- Restorative approaches.
- Behaviour support.
- Social skills development.
- Emotional regulation support.
- Partnership with parents.

13. Children with Additional Vulnerabilities

The school recognises that some pupils may be at increased risk of experiencing bullying, including:

- Pupils with SEND
- Looked-after and previously looked-after children
- Young carers

- Pupils with protected characteristics
- Pupils experiencing mental health difficulties
- Pupils who may be socially isolated

Additional support and reasonable adjustments will be made where necessary to ensure these pupils feel safe, included and able to report concerns.

Additional support will be provided where required. [assets.pub...ice.gov.uk]

14. Recording and Monitoring

All bullying incidents will be:

- Recorded appropriately.
- Monitored by senior leaders.
- Analysed for patterns and trends.
- Used to inform preventative work and curriculum development.

Pupil voice and parent feedback will contribute to policy evaluation.

15. Links with Other Policies

This policy should be read alongside:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Relationships Education Policy
- Equality Information and Objectives
- SEND Policy
- Staff Code of Conduct

16. Monitoring and Review

This policy will be reviewed annually by governors and senior leaders or sooner if guidance or legislation changes.

The effectiveness of the policy will be evaluated through:

- Behaviour records.
- Bullying records.
- Safeguarding information.
- Pupil voice.
- Parent feedback.
- Staff feedback.