



ANTI-BULLYING POLICY

Headteacher – Miss H Kearsley

2025-2026

Date written:	October 2023
Date approved if applicable:	
Date to review:	October 2026
Staff member responsible:	HK
Governor responsible (if applicable):	

Anti-Bullying Policy

Version Control

Version	Date	Change Description	Stored
2	October 2022	CPOMS replacing toot toot Key legislation updated Addition of 'STOP'	
3	October 2023	'Looked after' changed to 'In Care' Expectation of 'STOP Bullying Poster' being added to every class display	
4	October 2024	No change	
5	September 2025		

Table of Contents

Pages	Content
3	Aims
3	Key Legislation
3-4	Definition of Bullying
5-6	Forms of Bullying
6	Susceptible Groups
7	Our Role - Governors
8	Our Role - Head Teacher
8	Our Role - Teacher and Support Staff
9	The Role of Parents
9	The Role of Pupils
10	Monitoring and Review

Aims:

This policy outlines what Hilton Lane Primary School will do to prevent and tackle all forms of bullying. This policy has been adopted with the involvement of the whole school community. Hilton Lane Primary is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Key Legislation:

This policy is based on DfE guidance but also guidance from The Greater Manchester Safeguarding Partnership who have also published extensively on bullying. However, there are several pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986.

Definition of Bullying

DfE guidance defines bullying as follows:

- 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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

The definition of bullying adopted by the Greater Manchester Safeguarding Partnership is as follows:

- "Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group physically or emotionally."

Bullying is therefore:

- Repetitive and persistent. Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time;
- Intentionally harmful. The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present;

- Involves an imbalance of power. Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some cases, an imbalance of power may mean that bullying crosses the threshold into abuse. This would require implementation of safeguarding procedures.

Forms and Types of Bullying

Physical bullying

- Pushing, kicking, hitting, punching, spitting, hair pulling or any use of physical violence
- Sexual assault
- Making people do things they don't want to do
- Stopping people doing things they want to do
- Damaging someone's belongings
- Taking someone else's belongings e.g. mobile phones or money - the threat of violence very often accompanies thefts from persons and there can be clear instances of extortion focused on weaker pupils

Verbal bullying

- Name-calling and other unpleasant language - usually focuses on someone's appearance, personal hygiene, family or ability
- Sarcasm, teasing, mocking, "put- downs"
- Spreading rumours
- Saying or writing nasty things
- Blackmail and threats
- Making offensive remarks including comments about someone's gender, race, disability, religion or sexual orientation - this form of bullying is also discriminatory behaviour that may be unlawful

Indirect bullying

- Being unfriendly, not talking to someone
- Excluding from social groups and activities
- Tormenting (e.g. hiding books), making someone feel uncomfortable or scared
- Using threatening gestures, looks and signs/symbols

Cyber bullying

- Cyber bullying is when one person or a group of people aim to torment, threaten, harass, humiliate, embarrass or otherwise target another person by using the internet, interactive and digital technologies or mobile phones.

This might include-

- Sending emails that can be threatening or upsetting. E-mails can be sent directly to a single target or to a group of people to encourage them to become part of the bullying. These messages or 'hate mails' can include examples of racism, sexism and other types of prejudice.
- Sending instant messenger and chat room messages to friends or direct to a victim. Others can be invited into the bullying conversation; they then become part of it by laughing.
- Setting up profiles on social networking sites to make fun of someone. By visiting these pages or contributing to them, you become part of the problem and add to the feelings of unhappiness felt by the victim.
- Sending humiliating and abusive text or video messages, as well as photo messages and phone calls over a mobile phone. This includes anonymous text messages over short distances using Bluetooth technology and sharing videos of physical attacks on individuals (happy slapping).
- Games consoles allow players to chat online with anyone they find themselves matched with in a multi-player game. Sometimes cyber bullies abuse other players and use threats. They can also lock victims out of games, spread false rumours about someone or hack into someone's account.
- Some people send viruses or hacking programs to another person that can destroy their computers or delete personal information from their hard drive.
- Abusing personal information. Many victims of cyber bullying have complained that they have seen personal photos, emails or "blog" postings posted where others could see it without their permission. Social networking sites make it a lot easier for web users to get hold of personal information and photos of people. They can also get hold of someone else's messaging accounts and chat to people pretending to be the victim.

The use of intimidating or defamatory messages/images both inside and outside of the school will not be tolerated. In order to combat cyber bullying, we will work with both the police and mobile phone network/internet service providers.

Susceptible Groups

No one deserves to be bullied and it is never the victim's "fault".

Some children and young people may be more susceptible to being bullied and may need additional support. Our members of staff know to bear in mind the needs of all children.

Children and young people who fall into this category include those who:

- Have a physical disability and/or learning difficulty

Anti-Bullying Policy

- Have experienced abuse or neglect
- Are, or have been, in care
- Have witnessed domestic violence and abuse
- Are refugees or asylum seekers
- Are members of faith communities (in particular those who wear clothing that marks them out as members of their faith)
- Are members of the travelling community
- Are lesbian, bisexual, gay, transgender, or those who are questioning their identity;
- Are young carers
- Are overweight
- Have other physical or linguistic characteristics that are perceived to be different from the norm
- Have transferred schools, in particular mid-year; have had long periods of illness or spent extended time overseas
- Have low self-esteem
- Lack self-confidence
- Are isolated or socially excluded
- Live in families perceived as 'different' from the norm.

Our Role

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the headteacher

It is the responsibility of the Headteacher 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. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously.

If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Deputy Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Deputy Headteacher, the teacher informs the child's parents.

The Deputy Headteacher has an anti-bullying logbook in which he/she record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it on C-Poms and inform the Deputy Headteacher.

When any bullying has taken place between members of a class, the teacher or Deputy Headteacher will deal with the issue immediately. They will speak to the victim and the alleged bully to ascertain that this is indeed a case of bullying and not a one-off incidence of poor behaviour. Once this has been clarified the incident will either be dealt with according to the behaviour policy (one-off, non-bullying) or will be dealt with as follows. The teacher will talk to the bully and ask them if they can say what bullying is. They will then explain why they think this is a bullying incident. The child will be asked if they understand why it is being dealt with as a bullying incident. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. They will be asked to consider how the victim feels. If appropriate, the victim and bully should be brought together so that apologies can be made. Further actions will be considered. This may involve counselling and support for the victim or involve consequences for the offender. A letter will be sent to the parents of the child who has been the bully by the Deputy Headteacher. If a child is repeatedly involved in bullying, the child's parents will be invited into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as social services.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum (including PHSE), to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. We aim to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Deputy Headteacher. If they are dissatisfied after this, they should contact the Head teacher. If they remain dissatisfied they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school community.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Monitoring and Review: Putting Policy into Practice

- The school will put this into practice in a variety of different ways, for example:
 1. Assemblies
 2. Embedded within the curriculum such as PSHE
 3. Specific super learning weeks such as online safety, anti-bullying week
 4. Whole school consistent language (STOP – see appendix 1)
 5. Swiftly dealing with cases if and when they arise and providing high quality victim support
 6. Close working with families of all involved, including the victim
- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- This policy will be reviewed annually or earlier if necessary.

Appendix 1 – STOP

Hilton Lane Primary School say that bullying happens when these things happen 'Several Times On Purpose'.

We use the acronym STOP to help the children remember this.

Additionally, the STOP acronym is used to help children remember what they should do–Start Telling Other People. This is detailed throughout the school.

Bullying is deliberate and persistent acts of victimisation either verbal or physical indirectly or directly. Bullying is not one off disputes, quarrels or fights between children. One off or single incidents will be dealt with via the behaviour policy as appropriate. This poster is displayed and referred to on every class behaviour display.

