



Hopping Hill Primary School

Antibullying

Person responsible for the policy	<i>Jo Fantarrow</i>
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At Hopping Hill Primary School, we have a firm commitment to the eradication of bullying in all its forms. Parents /carers of pupils accepting a place at our school should support the school's ethos,

aims and mission statement, follow our school values and behaviour promise and work with the school in supporting their children to do this.

‘Committed to providing an environment where pupils are happy, hardworking, healthy, love learning and through support and challenge fulfil their true potential.’

Aims

- To create a safe, happy, and inclusive school environment where all pupils feel valued and respected.
- To promote a culture of respect, equality, and positive behaviour, where bullying in any form is not tolerated.
- To ensure a clear and shared understanding of what constitutes bullying, including discriminatory and online bullying.
- To ensure that pupils, parents, and staff understand the difference between bullying and other forms of conflict or friendship difficulties.
- To create an ethos that encourages pupils to report bullying concerns and to ensure they are taken seriously.
- To respond to bullying incidents promptly, consistently, and effectively, in line with safeguarding and behaviour procedures.
- To provide appropriate support for pupils who experience bullying and to address bullying behaviour in a restorative and proportionate manner.
- To provide appropriate support to pupils who are bullying alongside any sanctions deemed appropriate.
- To work in partnership with parents, carers, staff, and external agencies where appropriate to prevent and tackle bullying.

Statutory requirements

Article 10 of the UN convention on the Rights of the Child says that the children have the right to be protected from all forms of physical or mental violence.

The school owes a duty of care to protect its pupils from bullying as part of their responsibility to provide a safe and secure environment for them. Section 3 (5) and 87 (1) of the Children Act 1989 confer powers and duties on those who have the care of children to safeguard and promote their welfare.

Head teachers must by law have a policy to prevent all forms of bullying among pupils.

Section 175 of the Education Act 2002 requires Local Authorities and Governing Bodies of maintained schools to make arrangements to ensure that their functions are carried out with the view to safeguarding and promoting the welfare of children.

Schools are under a legal duty to safeguard and promote the welfare of children.

Ethos

We aim to provide a safe, stimulating environment, which encourages and fosters the development of social, intellectual, creative, and physical skills and challenges pupils to reach their full potential in all these areas.

We believe that if children are happy and settled at school and the climate is supportive, then they will thrive. Our ethos is inclusive and all children have equality of opportunity to benefit from the wide range of experiences open to them.

We provide opportunities for:

- Pupils' voices to be heard and take a genuine interest in our pupils' ideas and suggestions.
- Pupils of all ages to take responsibilities and contribute to the wider aspects of school and local life through participating in collaborative projects, fundraising, community events, and fun activities.
- Parents to make contributions and we encourage and make opportunities for open and supportive communications.
- The involvement of outside services and agencies to enable pupils to talk about issues which concern them.
- Recording, reporting, and monitoring serious incidents.
- Consistent practice across the school and an evaluation of our practice on a regular basis, based on the evidence that we gather on the incidents of bullying and the effects that this has on our pupils.

We promote positive behaviour through:

- The promotion of our behavioural expectations and reward systems that recognise all aspects of school life.
- A simple behaviour promise.



- Providing positive role models as staff, through our behaviour towards each other and all pupils.
- A consistent approach throughout the school including a clear rewards and sanctions system.
- A proactive approach in our Assemblies and PSHE work and an active involvement in related national initiatives such as Anti-bullying week.
- Providing activities for pupils to be purposefully engaged with at break times.

- Encouraging the older children in school to take on responsibilities which help support and encourage appropriate social interactions with the younger children.
- Observance of social relationships in all areas of the school.
- Ensuring high levels of staff during playtimes and lunchtimes.
- Vigilance of and addressing any signs of unkind behaviour
- . Reporting any concerns of repeated unkind behaviour to the Senior Leadership Team
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Bullying:

Bullying is hurtful behaviour which involves systematic abuse of power. We recognise that bullying in school may not be confined to children, as adults can also display bullying behaviour towards each other and children.

- Is hurtful behaviour directed to another person that occurs **several times on purpose**
 - Can be **direct** – physical and/or verbal and may be through the use of technologies and online –
- or
- **indirect**, for example leaving a child out, ostracising from friendship groups or using others as a means of attack or intimidation.

Bullying involves a misbalance of power in a relationship. When individuals with the same power, numbers and strength, fight or argue this is **not** bullying: it is relationship conflict.

Research by Childline, Kidscape and the National Children’s Bureau all show that young people subjected to bullying may suffer any or all of the following:

- loss of confidence, anxiety, or depression.
- diminished self-esteem/emotional development and negative self-image.
- poor concentration/study skills.
- lower academic attainment.
- truancy, school refusal, school phobia.
- tendencies towards self-harm or suicide.
- physical symptoms, e.g. disrupted sleep, bed wetting, headaches, stomach pains.
- have fewer friends, feel unhappy and lonely.

The research further identifies the negative effects on those perpetrating the bullying to include:

- developing the belief that using aggression or threats is a successful strategy for achieving success in life.
- realising they can get away with cruel behaviour so that school discipline is eroded.
- creating an image of supremacy as leader of a ‘dominant group.’
- suffering themselves as their behaviour may mask their own problems.

Potential long-term effects may include.

- Crime.
- Substance misuse.

- Parenting difficulties.
- Inability to sustain relationships.
- Unemployment.
- Uncontrolled aggressive behaviours into adulthood.
- Domestic violence.
- Psychiatric disorder.
- Low school attendance

Examples of specific bullying behaviour include hitting, kicking, pushing, poking, tripping, name calling, jokes, jibes and teasing, malicious messaging across media platforms, emailing, or use of social networking.

It is specifically recognised that bullying behaviour may be related to one of the following (protected characteristics Equality Act 2010). It is the school's statutory responsibility to ensure equality of provision for all.

- Disability
- Sex
- Gender reassignment
- Pregnancy and Maternity
- Age
- Religion or Belief
- Sexual orientation
- Race

Where does bullying happen?

We recognise that bullying may take place on the way to or from school. Our school is committed to working with parents to tackle such incidents.

Bullying behaviour may take place in any or all of the following areas of school:

- playgrounds
- toilets
- school grounds
- corridors
- classrooms
- the dining hall

It may also take place out of school hours- face to face or online.

Prevention (A Whole School Approach)

Our effective systems and practices help prevent incidents of bullying happening at all. This is achieved both through specific curricular approaches aimed at improving relationships and by the way the school day is structured and monitored. Playtimes are well staffed and adults are proactive in encouraging play and inclusion. The adults working in our school community model respectful and courteous behaviour. We require all parents to do the same and this is promoted through our Home/School Agreement.

Curriculum approaches

The curriculum makes a key contribution to preventing undesirable behaviour and bullying through all subjects, especially PSHE and assemblies including these promoting school values and behaviour promise. These are also promoted through our school rewards systems. We participate in national initiatives such as Anti-bullying Week, Online Safety Week and Children's Mental Health Week.

Extra-curricular / enrichment

Extra-curricular activities such as lunch clubs (e.g. sports groups) and enrichment experiences (such as visits off-site and theatre days) reinforce behavioural expectations and positive relationships.

Management and organisational structures

These all contribute to promoting positive interactions between pupils and reduce opportunities for negative incidents particularly in "out of class" situations.

Strategies that we employ include:

- Split playgrounds to accommodate smaller groups.
- Providing sufficient break time equipment and activities.
- Outdoor zones to provide spaces for both noisy and quiet play.
- Developing trusting relationships and open communication between pupils and adults
- Family Support Worker 1:1 catch ups.

Anti-Bullying Strategies

We recognise that victims may often be reluctant to confide in an adult that bullying is occurring. Our practices support openness and consistency and separate behaviour from the person.

Our sanctions make it explicit that bullying behaviour is unacceptable, and any reported incidents are treated seriously and warrant a response.

Some strategies may work better in particular schools than others and with particular age groups. Some of the strategies that we employ to encourage reporting include:

- Clear school behaviour promises and values shared and referred to frequently.
- Raising awareness through visible displays of posters, e.g. Childline, local youth counselling lines / agencies.
- Class safety displays.
- Operating a praise and rewards system to reinforce good behaviour.
- Emphasising community activities in school
- Active involvement in the National Anti-bullying campaigns
- Specific lessons on bullying, identity, and inclusion.
- Protective behaviours curriculum that teaches the language of safety, early warning signs, and safety networks
- Specific activities aimed at children sharing worries with staff.
- Shared understanding of bullying
- Children's information leaflet explaining bullying and what to do if they feel they are being bullied.
- Open communication with parents and carers.

Reporting and responding to bullying:

Through our Assemblies, PSHE lessons and displays around the school, all pupils are made aware of the actions to take should they either be on the receiving end or witness bullying behaviour. Throughout our work we examine the behaviour of victim and perpetrator and emphasise the importance of bystanders in reporting incidents.

Advice to pupils:

During a bullying incident:

- Try to stay calm and look as confident as you can.
- Be firm and clear and look the bully in the eye and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell an adult straight away.

After being bullied:

- Tell a teacher or other adult in school.
- Tell your family.
- Talk to a friend if you are scared to tell an adult on your own.
- Do not blame yourself – it is not your fault.

When talking to an adult say clearly:

- What happened to you?
- How often it has happened.
- Who was involved?
- Where it happened
- Who saw what happened?
- What you have done already

Advice to adults:

Teachers/ parents/carers of child they think is being bullied should:

- Talk to the child calmly and reassure the child that telling them about it was the right thing to do.
- Make a note of what the child says.
- Explain that the child should report any further incidents to a teacher or other member of staff straight away.
- Parents/carers make an appointment to see the child's teacher as soon as possible.

Teachers/ parents/carers of a child they think is bullying others should:

- Talk to the child and explain that bullying is wrong and makes others unhappy.
- Show the child how to join in with others without bullying.
- Make an appointment to see the child's teacher as soon as possible and explain the problem.
- Discuss how the school and the parents together can stop the bullying.
- Talk to the child regularly about how things are going at school.
- Give the child lots of praise and encouragement when are they being kind and considerate to others.

We operate an open-door policy, and parents are encouraged to make an appointment to discuss any concerns as they arise. This meeting will involve sharing further concerns, actions to be taken and ensuring a shared understanding of what constitutes bullying as described within this policy.

Teachers / adults working in school will respond promptly to concerns expressed by both pupils and parents.

Responding to Incidents

It is the responsibility of any adult working in the school to notify the **class teacher** if they have any concerns regarding bullying between pupils and the Head Teacher of bullying behaviour involving adults. This does not deem bullying between children to be less serious than that of or between adults but recognises that bullying of or between adults may involve staff personnel issues

When there is any allegation of bullying the class teacher should:

- Reassure the victim/referrer that they take the allegation seriously.
- Meet with the perpetrator to ascertain both views of the incident.
- Inform all necessary staff members of the allegation.
- Put any necessary protective measures in place such as moving seats if the children are near each other in class
- Keep a record of the incident on school reporting systems.
- Agree with the victim which adult they want to talk to if anything else happens.
- Seek advice from a member of the school leadership team to decide on the most appropriate type of response.
- Inform parents/carers of the allegation.
- Meet with both victim and perpetrator (possibly within a larger group) to support them in the days immediately following the incident

The situation will then be monitored to ascertain what is happening and whether it is bullying or relationship conflict.

An identified member of staff which may be a member of the Senior Leadership Team will:

- Complete check ins with both victim and perpetrator at appropriate intervals and record their voice on school recording systems.
- Ensure a plan is put in place to offer support for the victim and offer learning opportunities and/ or appropriate sanctions for the perpetrator.
- Feeds back actions taken and outcomes to parents of both the victim and the perpetrator where appropriate

Where monitoring shows that the allegations are not bullying, but relationship conflict, children will be supported to address this together.

Monitoring and Evaluation

Hopping Hill records bullying incidents and allegations on the online recording system My Concern.

The Deputy Head teacher will monitor the incident records termly to ascertain any patterns to the behaviour. An action plan will be developed to address any patterns that are identified such as in year groups or specific protected characteristics.

Pupil incidents of a serious nature are reported to Governors through the termly Head teachers report.

This policy should be read in conjunction with the following, which support the school's anti-bullying stance:

- Positive Behaviour policy
- Safeguarding policy
- Home School Agreement
- Equality Duty documentation
- School Code of Conduct