

Hope Hamilton C of E Primary School



Anti-Bullying Policy

Policy Date:	29 th September 25	Version: 1.0		
Policy Review Date:	Sept 26	Headteacher: Fiona Brooks	Signature: <i>F Brooks</i>	Date: 26.9.25
Ratified by Governing Body:				
Insert Name: Stephen Wadsworth		Insert Signature: <i>S Wadsworth</i>	Insert Date: 29.9.25	

Hope Hamilton CE VA Primary School

Anti-bullying Policy

John 15 v12 Love one another as I have loved you.

Aims of this policy

- To help all members of our school community to understand what bullying is and what to do about it if happens.
- To direct adults in school to act swiftly and effectively, consistent with policy, to challenge and stop recognised or reported bullying, providing support for victims and perpetrators and working with families.
- To ensure that we take effective steps to prevent bullying.

We are committed to make Hope Hamilton a place where everyone is respected, feels safe and is cared for, inspired by the love we believe God shows each one of us. Everyone should have the opportunity to thrive. Bullying is unacceptable. It can affect both children and adults and have a negative long-lasting impact on a person's mental health and on their ability to achieve. If bullying does occur, a victim should be able to seek help without fear and be able to trust that bullying is a problem to which solutions can be found.

What is bullying?

Bullying is 'behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally.' (Preventing and Tackling Bullying, DFE, 2011).

We use the working definition 'Several Times On Purpose' (STOP). Developing understanding of this helps children to distinguish between bullying and an incident of unacceptable physical or verbal aggression, an act of unkindness or a conflict situation. Staff would respond to such issues in accordance with the school's Behaviour Policy and the Restorative Approach.

Bullying 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. Bullying involves a real or perceived imbalance of power.

Bullying can take many forms and can include the following:

- Physical assault which includes pushing, kicking, hitting and pinching
- Teasing and mocking
- Excluding and isolating
- Making threats
- Name calling and insults
- Spreading of rumours
- Damaging belongings, hiding possessions, stealing and extorting
- Cyberbullying – intimidating or offensive phone calls, video calls, emails, texts and instant messages and through social networking sites/apps

Criminal law

Bullying is not a criminal offence in the UK but some types of harassing or threatening behaviour or communications could be a criminal offence (for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 or the Public Order Act 1986). For example, under section 1 of the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send 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. The current age of criminal responsibility in the UK is 10, and therefore schools will need to help

children understand the legal implications of criminal bullying behaviour which can result in them becoming subject to criminal proceedings and consequences which will last a lifetime. If staff believe that a criminal offence may have been committed they should report this to the police and take their advice before acting further.

Responding to bullying

Everyone in the school community has a responsibility to report observed or reported bullying, including pupil bystanders, parents, members of staff and any adult in school including governors and visitors.

Procedures for children

If a child thinks that they are being bullied, they should tell someone. They are encouraged to report what has been happening to a member of staff (using the class worry box if that is easier), tell a family member or speak to another child who can then tell an adult.

If a child thinks that they have seen bullying happening, they are a bystander. They are encouraged to report what has been witnessed to a member of staff (using the class worry box if that is easier), tell a family member or speak to another child (such as a peer mediator) who can then tell an adult.

Procedures for parents

If parents believe that their child is being bullied through what their child says or does (see Appendix 1), they should offer reassurance. Contacting the child's class teacher or the Head Teacher as soon as possible is the best action to take.

If a child will talk about issues they have been experiencing, parents should write the information down and try to include details such as the name of individuals involved, any witnesses and the time and place of each incident. Keep evidence in cases of cyber bullying. This will help school investigations and actions.

Should a parent learn that their child is bullying others, they should explain to their child that what is being done/said is unacceptable and explore ways in which the child might be unhappy. Contacting the child's class teacher or the Head Teacher as soon as possible will help all parties.

Procedures for adults in school

This policy applies to all adults in school whether permanent school staff, volunteers or visitors. Children are asked regularly if they feel safe in school and responses are followed up as appropriate.

Class teachers are accessible to families on a daily basis, greeting parents and relatives alongside children at the start and end of school day and responding to phone calls and emails as soon as possible. All adults in school are aware of the possible signs of bullying (see Appendix 1) and the continuous work taking place to develop positive relationships is to encourage pupil confidence and trust – children able to come forward with concerns.

- 1) Teachers will record details of allegations observed or reported and immediately inform the Senior Leadership Team (SLT) member responsible for anti-bullying. Non-teaching staff will inform a class teacher who will follow the key step above. A child upset will be comforted. School staff cannot promise absolute confidentiality and must make this clear to pupils. If it becomes clear that procedures in the school's Safeguarding Policy must be followed, there will be immediate logging of details on MyConcern to alert a DSL (Designated Safeguarding Lead).
- 2) An 'Alleged Incident of Bullying' form (Appendix 2) will structure and document investigation by the Senior Leader. All individuals will be spoken to separately, including witnesses, with reassurance given that sharing information is the right thing to do to solve a problem. A victim will be reassured that no one deserves to be bullied. A perpetrator will be reassured that wrong choices can be stopped and a fresh start made. The school Safeguarding Policy must be followed in cases of child on peer abuse. Forms will be saved in class folders on the school server's secure staff area.
- 3) If the outcome of investigation is that bullying has not taken place, the incidents shared will be responded to in line with the school Behaviour Policy and the Restorative Approach. Relevant school staff, including the Learning Mentor, will be informed so that on-going monitoring and support can be given.

- 4) Where bullying has happened, the completed form will be shared with the Head Teacher. Bullying will be logged, with actions recorded.
- 5) If bullying has taken place, the perpetrator will be placed on purple spot, sanctions and there will be restorative conversations in accordance with the Behaviour Policy, tailored to the circumstances and the age and understanding of the children involved. There will be a warning that any repeat of bullying could lead to a fixed term or, in very extreme cases, a permanent exclusion. Procedures in the 'Extreme behaviours' section of the Behaviour Policy may be applicable. Where bullying has been criminal or posed a serious threat to a member of the public, the Head Teacher will consider whether to notify the Police.
- 6) Parents of children involved will be contacted promptly during an investigation and kept informed about events that have occurred, the disciplinary measures applied and the strategies put in place to support individuals.
- 7) The Restorative Approach will be used in meetings between children, supporting and empowering children to resolve conflict, agree how to move forward and build trust. Discretion is used in that a victim is not encouraged into a face-to-face meeting with the person who has bullied them until they feel confident to do so.
Support for the victim will be planned, actioned and monitored, involving the class teacher, Learning Mentor, and SLT members. For example, there could be sessions to build confidence and self-esteem, friendship skills and assertiveness. External support might be appropriate.
Support for the perpetrator will be planned, actioned and monitored, involving the class teacher, Learning Mentor, and SLT members. For example, there could be sessions to build confidence and self-esteem, friendship skills and management of emotions. It may be that children who have bullied need adaptations to the school's behaviour management systems and additional support given, as outlined in the 'Inclusion' section of the Behaviour Policy. External support might be appropriate.
- 8) Following an incident of confirmed bullying, teaching and non-teaching members of staff will be informed and assist in the monitoring of interactions between the victim and perpetrator and their future social interactions with others, vigilant to signs suggestive of further bullying (see Appendix 1).
- 9) Should any further bullying happen, The Local Authority Behaviour Support Team may be called upon, with a view to avoiding permanent exclusion.

The Head Teacher will report on bullying to Governors termly (anonymised) and analyse information in the school's Bullying Logs. This will lead to decision making on appropriate further actions such as policy change and staff training.

Any suspicion of bullying of or by an adult in school should be shared with the Head Teacher. If the Head Teacher is suspected of bullying, the matter should be reported to the Chair of Governors.

Should bullying of a Hope Hamilton pupil away from the school premises be reported to the school, there is a responsibility for school to investigate as outlined above. This can be difficult. The decision to pass information on to the Police is made by the Head Teacher. It might be that where pupils from another school are involved, the Head Teacher would contact the Head Teacher of that school.

Should a member of staff face bullying by an adult or child connected to Hope Hamilton out of school, they can report the matter to the Head Teacher and the Police.

Prevention of bullying

We adopt a range of strategies to actively prevent bullying. These include the following:

- The Christian vision '*Love one another as I have loved you*' is promoted throughout all aspects of school life.
- The Relationships blueprint lays out how all members of our school community will treat each other – see appendix 4.
- Adults demonstrate that every child is a valued member of the school community, and that individual differences are to be celebrated and respected.
- Positive relationships between adults in school are role modelled to children.
- When possible, links with local Police are made, including exploration of children's legal rights and responsibilities.
- The school Behaviour Policy is shared with all, recognition and praise of positive and cooperative conduct continually reinforcing expectations.
- There is a clear consistent approach to instances of prejudice.

- Lessons include co-operative group work.
- There is a PSHE curriculum with continuity and progression, which includes sensitive exploration of differences and equality and clear teaching about what bullying is and what can be done to tackle it. Cross-curricular opportunities are made to explore bullying e.g. in RE and History.
- All classrooms have emotional check-ins to help staff identify pupils who need help
- Worry Boxes are a way for children to tell their teacher something.
- Intervention to help children with personal and social skills are led by Learning Mentors and Teaching Assistants.
- There are opportunities for 1:1 support during play time and lunch time, including child helper roles.
- Buddy systems are set up to help individuals.
- Child-led collective worship at points in the year includes messages about bullying and well-being
- Rigorous records for behaviour and bullying allegations are kept.
- Anti-bullying week is regularly celebrated, with parents invited to join in.
- Bullying is discussed at school council meetings.
- Peace tables are promoted for independent problem solving skills and restorative conversations.
- Key information about peer relationships is passed on to colleagues in Phase Meetings and during transition meetings. This ensures that continued monitoring happens where there has been conflict previously.
- There are structured and varied activity and supervision zones during break and lunch times.
- Vulnerable individuals are monitored in and out of the classroom.
- Training for staff is provided on bullying prevention and response, safeguarding and behaviour management.
- Key policies are responsive to local and national guidelines and legislation.
- A child-friendly summary of the Anti-bullying Policy (Appendix 3) is explored in classes each year and as required.
- Monitoring and evaluation leads to action where required, e.g. policy change.

Monitoring and evaluation

The Senior Leadership Team will monitor and evaluate the implementation and impact of this policy using records and staff, pupil and parent feedback.

The Head Teacher will collate data to report to governors and provide feedback to staff, parents and pupils.

Governors can monitor and evaluate the prevention and response to bullying during visits.

Links with parents

There is collaboration between school and home, when information about the investigation of and school responses to bullying is shared promptly. The Anti-bullying Policy – with a child-friendly summary (Appendix 3), is shared with all families via the school website. We seek parental support in our policy of encouraging children not to ‘hit back’ but to seek help from an adult, in line with the Christian vision of the school. We ask parents not to approach other children or their parents to investigate or try to tackle issues themselves.

The school will consult regularly with parents on the content and implementation of the Anti-bullying Policy.

Appendix 1 – Possible signs of bullying

These signs and behaviours could indicate that a child is being bullied. The list is not exhaustive and might indicate a different problem requiring attention, but bullying should be considered, alongside anything else.

- Becoming frightened when travelling to or from school maybe changing their normal route or requesting to be driven or accompanied by someone else
- Unwillingness to attend school – making excuses to stay at home such as illness or truanting
- Becoming anxious or lacking in confidence
- Decreased involvement in school work and activities
- Having damaged clothes or possessions
- Missing possessions or money
- Asking for extra money or stealing
- Cuts or bruises that are unexplained
- Lack of appetite
- Unwilling to use the internet or mobile devices
- Becoming agitated or withdrawn when receiving calls or messages
- Talking to friends and family members less out of school
- Avoiding eye contact
- Being short tempered, unreasonable, disruptive or aggressive
- Acting differently at home
- Changing usual routines
- Stammering
- Having nightmares or difficulties sleeping
- Performing less well in school
- Bullying siblings or children known in home life

Appendix 2 – Alleged Incident of Bullying Form

Alleged Incident of Bullying – Investigation Form	
Date of investigation	
Child/Children involved	
Alleged perpetrator/s	
Member of staff sharing observation or Member of staff reported to and by whom	
Member of staff investigating	
DETAILS: What happened? Where? When? Who was present as a witness? Has anyone else been told about issues happening?	
INVESTIGATION OUTCOMES: Several Times? On Purpose? Does the school consider this to be bullying? Actions?	
PARENTAL RESPONSES:	

Appendix 3 – Key Messages for Children

John 15 v12 *Love one another as I have loved you.*

At Hope Hamilton, we believe that God loves each one of us. This inspires us to value everyone's differences and care for each other. We should always be **READY, RESPECTFUL** and **SAFE**.

What is bullying?



Several
Times
On
Purpose

Bullying can involve unkind things like the following, when they happen more than two or three times, and they have been done deliberately:

- Pushing, kicking, hitting or pinching
- Teasing and mocking
- Excluding and isolating
- Making threats
- Name calling and insults
- Spreading of rumours
- Damaging belongings, hiding possessions, stealing and blackmailing
- Cyberbullying – Frightening or rude phone calls, video calls, emails, texts and instant messages and through social networking sites/apps

Bullying is **WRONG**.

What to do about bullying?

- Stay away from a person who is unkind to you.
- Try to look confident around a person being unkind, even if that is not how you feel.
- If you can, tell someone being unkind to stop.
- Do not blame yourself.
- Remember – and ideally write down – details of **WHAT** happens, **WHERE** and **WHEN**.
- Most importantly...



Start
Telling
Other
People

If you think you are being bullied, report what has been happening to a grown-up (using the class worry box if that is easier), an adult in your family or speak to another child like a Playground Leader who can then tell an adult.

If you think you have seen bullying happening, that makes you a bystander. Report what you have seen and heard to a grown-up (using the class worry box if that is easier), tell an adult in your family or speak to another child who can then tell an adult.

What will happen?

The grown-up in school who has been told about bullying, or who seen it happening themselves, will pass information to Mrs Green. They may also tell Mrs Brooks or Mrs Barker.

Someone who has been treated badly will be listened to and given support. All people involved will be asked about events separately and parents/carers will be told about what we learn.

School adults will use the information found out to decide what consequences anyone being unkind or anyone bullying is given. Bullying means purple spot.

We will encourage children to meet together, when they are ready, and help them to talk about their feelings and what they want to happen.

We will think of ways to look after children who have been involved in bullying and watch very carefully to make sure that agreements to stop bullying are kept. If someone was to bully again, they could be excluded from school (asked not to come), which is very serious.

Appendix 4 – Relationships Blueprint

LOVE ONE ANOTHER RELATIONSHIPS BLUEPRINT

This guidance supports our intention to live and work well together as a school family of compassionate peacemakers.



Love one another, as I have loved you. John 15:12