



Huncote Primary School

Anti-Bullying Policy

Key Contact Personnel Nominated Member of Leadership Staff Responsible for the policy: Mrs Houghton

Designated Safeguarding Lead: Mrs Houghton

Deputy Designated Safeguarding Leads: Mrs Chadwick, Miss Nutt, Mrs Clarke

Safeguarding Governors: Mrs L Ryan

Agreed by Local Governing Body: TBC In the May 2026 meeting

Policy Objectives

This policy outlines Huncote Primary School's approach to preventing and addressing all forms of bullying as part of its safeguarding duty to promote the welfare of all pupils. It has been developed with the involvement of the whole school community and reflects the school's values of **kindness, respect, responsibility, fairness, honesty, compassion and tolerance**, alongside the development of **resilience, self-worth and positive learning behaviours**.

Huncote Primary School is committed to fostering an anti-bullying culture in which bullying of adults, children or young people is not tolerated in any form. The policy actively promotes the **British Values of mutual respect, individual liberty, democracy, the rule of law and tolerance**, ensuring a safe, inclusive environment where all pupils feel protected, valued and able to speak out.

Responsibilities

Responsibility for implementing this Anti-Bullying Policy is shared across the whole school community and is integral to safeguarding duties under **Keeping Children Safe in Education**.

The **Headteacher**, alongside the **Assistant Headteacher**, holds overall responsibility for anti-bullying practice and ensures that the policy is communicated effectively, applied consistently and implemented alongside the Behaviour Policy and Safeguarding and Child Protection Policy. The **Local Governing Body** provides strategic oversight through regular monitoring and review of the policy and its impact.

All staff, including governors, senior leaders, teaching and non-teaching staff, are responsible for modelling expected behaviour, responding promptly to concerns, recording incidents appropriately (including on **CPOMS**) and supporting pupils in line with agreed procedures. **Parents and carers** are expected to work in partnership with the school to reinforce expectations and support positive behaviour, while **pupils** are responsible for following school rules, reporting concerns and contributing to a safe, respectful and inclusive environment.

Definition of Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally, where there is an imbalance of power. It is deliberately hurtful, repeated and difficult for the person being bullied to defend themselves against. Bullying may take many forms, including physical, verbal, emotional or relational behaviours, such as name-calling, taunting, mocking, hitting, kicking, taking belongings, spreading rumours, excluding others, or making offensive comments. Bullying may also occur **online (cyberbullying)** through messaging apps, social media, gaming environments or by sharing offensive, upsetting or degrading images or videos.

Huncote Primary School recognises bullying as a form of **peer-on-peer abuse** which can have serious and long-lasting effects on a child's wellbeing, self-esteem and emotional development. All allegations are taken seriously and responded to promptly in line with the school's Behaviour Policy and Safeguarding and Child Protection procedures.

Not all negative behaviour is bullying. Bullying does not include one-off disagreements, friendship issues that are resolved, accidental actions or isolated incidents of poor behaviour. These behaviours are addressed appropriately through the Behaviour Policy using restorative and supportive approaches. Any behaviour that falls short of expectations will still be challenged to ensure pupils' safety and wellbeing.

Forms and Types of Bullying Covered by this Policy

Huncote Primary School recognises that bullying can happen to anyone. This policy covers all forms of bullying, including but not limited to:

- Bullying related to **physical appearance**
- Bullying related to **home circumstances**, including young carers and children in care
- Bullying related to **physical or mental health conditions**
- **Physical bullying**
- **Emotional or relational bullying**
- **Sexual bullying**
- **Online or cyberbullying**

This policy is underpinned by duties within the **Equality Act 2010**. The school does not tolerate bullying related to protected characteristics, including:

- Race, religion, faith or belief (including those with no faith)
- Ethnicity, nationality or culture
- Special Educational Needs or Disability (SEND)
- Sexual orientation (homophobic or biphobic bullying)
- Gender-based bullying, including transphobic bullying

Pupils with SEND may be more vulnerable to bullying due to communication, sensory or social differences. Where bullying involves a pupil with SEND, responses will take account of individual needs, reasonable adjustments and support plans, in line with the SEND Code of Practice and the school's inclusive approach.

To promote equality and prevent bullying, the school uses the **Everyone Is Welcome (No Outsiders)** programme within the curriculum and wider personal development provision, teaching pupils explicitly about diversity, respect and belonging.

School Ethos: Inclusion, Behaviour and Belonging

Huncote Primary School recognises that bullying can have a serious and lasting impact on pupils' wellbeing, behaviour and learning. In line with the school's **Inclusion Strategy**, this policy reflects the belief that **every child is unique, valued and capable of excellence**, and that **belonging sits at the heart of behaviour, wellbeing and learning**. Inclusion is understood as everyone's responsibility.

As one pupil expressed, "To belong is to fit in, and we all fit in by being different."

The school is committed to preventing and addressing bullying through strong relationships, consistent expectations and early intervention. Pupils are taught that bullying concerns will always be listened to and addressed effectively, and that everyone has a role in creating a respectful, inclusive community. Pupils are explicitly taught how to recognise and respond to bullying using the school's **STOP approach**

(Several Times On Purpose – Start Telling Other People). This is reinforced through assemblies, the PSHE and Relationships curriculum, and the use of a consistent visual poster displayed around the school (see Appendix 1).

Policy, Support and Implementation (Including Recording and Monitoring)

Clear systems are in place for pupils, staff and parents/carers to report concerns. All bullying concerns, incidents and actions taken are **recorded on CPOMS**, ensuring accurate record-keeping, effective communication between staff and robust leadership oversight.

Bullying incidents, including those that occur off site or online where they impact pupils' wellbeing or school order, are investigated and responded to promptly and proportionately in line with Behaviour and Safeguarding procedures. Sanctions are applied appropriately to reflect seriousness, alongside restorative approaches to repair relationships and prevent recurrence.

Education and Training

All staff receive regular training to identify and respond to all forms of bullying, including recording concerns on CPOMS. Anti-bullying is reinforced through assemblies, curriculum provision, pupil leadership, school council work and events such as **Anti-Bullying Week**, and through collaboration with other settings where appropriate.

Pupil Involvement and Support

Pupils are taught how to raise concerns safely and understand that reports will be taken seriously. Support for pupils who have been bullied, and for those who have engaged in bullying behaviour, is carefully planned, monitored and reviewed through CPOMS to ensure effective safeguarding and positive outcomes.

Working in Partnership with Parents and Carers

The school works closely with parents and carers, keeping them informed throughout investigations where appropriate. Communication relating to bullying concerns is logged on CPOMS, providing a clear audit trail. Parents and carers are encouraged to role-model positive behaviour both on and offline and are supported through clear information and complaints procedures.

Monitoring and Review

Bullying incidents and patterns are analysed termly using CPOMS data, alongside behaviour, attendance and safeguarding information. The Headteacher is informed as appropriate, and the **named Governor for bullying** reports regularly to the Governing Body. An annual evaluation of this policy forms part of the school's Safeguarding return to the Local Authority.

Supporting Adults

Bullying of adults, including staff or parents/carers, is not tolerated. Concerns are taken seriously and

recorded on CPOMS where appropriate. Adults are supported through senior leadership or DSL involvement, with incidents investigated and addressed in line with disciplinary, complaints or safeguarding procedures.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventionsgroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send-module-final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-councilforchild-internet-safety-ukccis
- DfE 'Cyberbullying: advice for Headteachers and school staff' www.gov.uk/government/publications/preventing-and-tackling-bullying

- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmama.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtc.org/educational
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocharityonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudstrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk Sexual harassment and sexual bullying
- Disrespect No Body: www.gov.uk/government/publications/disrespect-no-body-campaign-posters

Anti-bullying Alliance: advice for school staff and professionals about developing effective antibullying practice in relation to sexual bullying:

www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

BULLYING IS...

SEVERAL

TIMES

ON

PURPOSE

YOU NEED TO...

START

TELLING

OTHER

PEOPLE

