



**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

### *Our Commitment*

Huncote Primary School is committed to providing a **safe, inclusive and respectful environment** where all pupils feel protected, valued and able to speak out. Bullying is not tolerated in any form and is addressed **promptly, proportionately and consistently** as part of the school's safeguarding responsibilities under *Keeping Children Safe in Education*.

### *What Is Bullying?*

Bullying is behaviour that is:

- **Repeated over time**
- **Intended to cause physical or emotional harm or distress**
- **Involves an imbalance of power**

This includes physical, verbal, emotional, relational and online (cyber) bullying. Bullying related to protected characteristics is not tolerated and is addressed in line with the Equality Act (2010).

### *How Pupils Are Taught to Respond*

Pupils are explicitly taught to recognise and respond to bullying using the **STOP approach**:

**Several Times On Purpose – Start Telling Other People.**

This is reinforced through assemblies, PSHE and Relationships education, visual prompts and consistent adult messaging.

### *How to Report Concerns*

Bullying concerns can be reported by:

- **Pupils** – speaking to any trusted adult in school
- **Parents/carers** – contacting the class teacher, senior leader or school office
- **Staff** – recording concerns directly on CPOMS

All concerns are taken seriously, recorded and reviewed to ensure appropriate action and safeguarding oversight.

### *What Happens When a Concern Is Reported*

The school follows a clear four-stage process:

1. **Report and record** – concerns logged on CPOMS
2. **Investigate** – information gathered promptly
3. **Decide and act** – support, restorative work and/or sanctions
4. **Follow-up and monitoring** – to ensure bullying has stopped and pupils feel safe

### *Supporting Pupils*

Support is provided for:

- pupils who have been bullied, to restore safety and emotional wellbeing.
- pupils who have engaged in bullying behaviours, to address underlying needs, change behaviour and prevent recurrence.

Support and outcomes are monitored and reviewed to ensure positive outcomes.

### *Working With Parents and Carers*

Parents and carers are kept informed at appropriate stages and are expected to work in partnership with the school to reinforce positive behaviour and respectful conduct, including online.

### *Monitoring Effectiveness*

Bullying data, pupil voice and behaviour patterns are monitored regularly by leaders and governors. This policy is evaluated annually as part of the school's Safeguarding return to the Local Authority.

### *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-Child Protection Online Management System) 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. This expectation is communicated through the published Anti-Bullying Policy on the school website, school communications and direct engagement with parents and carers where concerns arise. Where appropriate, parents and carers may be invited to meetings, workshops or briefings to support consistent messages between home and school.

### *How Expectations Are Communicated to Parents/Carers.*

Parents and carers are informed of the school's antibullying expectations through:

- the school website and published Anti-Bullying Policy
- annual reminders via newsletter and/or Class Dojo, the school's communication platform
- information shared at transition meetings and parent workshops, where appropriate
- individual engagement during investigations or concerns

The school supports parents and carers through clear communication, guidance on online safety and behaviour, and access to relevant complaints procedures where concerns remain unresolved.

### *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).

Pupils' understanding and application of the STOP approach is monitored through:

- staff observation and pupil voice in class and informal settings
- behaviour and CPOMS analysis, including repeat incidents
- PSHE assessment activities and reflective work
- discussions through school council and pupil leadership roles

Where pupils demonstrate repeated or non-compliant bullying behaviour, additional teaching, targeted support and graduated sanctions are put in place in line with this policy and the Behaviour Policy.

### *Policy, Support and Implementation (Including Recording and Monitoring)*

Bullying concerns can be reported through the following agreed systems:

- **Pupils:** speaking to a trusted adult, class teacher or member of staff
- **Parents/carers:** contacting the class teacher, senior leader or school office
- **Staff:** recording concerns directly on CPOMS. All reports are logged on CPOMS and reviewed by senior leaders to ensure appropriate action and safeguarding 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.

### *Responding to Bullying Incidents: Procedures and Timescales*

To ensure consistent, fair and effective safeguarding practice, the school follows the procedures below when responding to bullying concerns.

#### **Stage 1: Initial Report and Recording**

- All bullying concerns are taken seriously.
- Concerns are recorded on CPOMS as soon as possible, normally on the same day.
- Relevant staff and senior leaders are alerted.

- Where concerns indicate potential safeguarding thresholds, the DSL is informed immediately.

## **Stage 2: Investigation**

- Investigations are led by the class teacher or a senior leader, depending on severity and complexity.
- Information is gathered from all relevant parties.
- Investigations normally begin within 24–48 hours of the concern being reported.
- All findings, decisions and actions are documented on CPOMS to ensure accountability and oversight.

## **Stage 3: Outcomes, Support and Sanctions**

Following investigation, outcomes are agreed and communicated. Actions are proportionate, consistent and in line with the school's Behaviour Policy and may include:

- restorative conversations and supported reflection
- targeted teaching or interventions
- behaviour support plans and increased monitoring
- parental involvement and formal meetings
- sanctions applied in accordance with the Behaviour Policy

## **Graduated Response to Bullying Behaviour**

Sanctions and responses reflect severity, frequency, intent and impact, and are consistently applied:

- Low-level or first incidents: restorative responses, reminders of expectations
- Repeated or moderate incidents: behaviour plans, parental engagement, monitoring
- Serious incidents: senior leadership oversight, external agency involvement and, where appropriate, fixed-term suspension in line with Behaviour Policy procedures

## **Stage 4: Follow-Up and Monitoring**

- Review points are agreed and recorded (e.g. after one week and four weeks).
- Ongoing monitoring is logged on CPOMS.
- Support is adapted as necessary.
- Cases are closed only when leaders are satisfied that:
  - bullying behaviour has ceased
  - pupils report that they feel safe
  - positive and sustained behaviour change is evident

## **Measuring Successful Outcomes**

A successful outcome is evidenced through:

- cessation of bullying behaviour
- improved wellbeing and engagement of affected pupils
- pupil and parent feedback
- absence of repeat incidents

## *Sanction and Restorative Approaches*

Sanctions are applied proportionately and consistently to reflect seriousness, alongside restorative approaches, in line with the school's Behaviour Policy.

### **Graduated framework:**

- **Low-level incidents:** restorative conversations, reflection, targeted teaching
- **Repeated or moderate incidents:** parental involvement, behaviour plans, monitoring
- **Serious incidents:** senior leadership involvement, external agencies, fixed-term suspension (where appropriate)

### *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 ambassadors and school council members support the promotion of antibullying messages, contribute to pupil voice and help shape assemblies, campaigns and resources.

### *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 and recorded on CPOMS, with agreed actions, review points and responsibilities. Support plans are monitored by staff and senior leaders and reviewed to ensure that bullying behaviour has ceased, pupils feel safe, and positive behaviour change is sustained.

### *Working in Partnership with Parents and Carers*

The school works closely with parents and carers, keeping them informed at appropriate stages of investigations through phone calls, meetings and written communication, depending on the nature and complexity of the incident. Follow-up communication may be provided via email or meeting, with updates shared as investigations progress and outcomes agreed. 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 shared by the school and access to the school's published complaints procedures where concerns are not resolved informally.

### *Monitoring and Review*

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

- number and type of bullying incidents
- repeat incidents
- pupil voice feedback on feeling safe

- parental engagement
- evidence of behaviour change

### *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.

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