



# Hugglescote Community Primary School

## Anti-Bullying Policy

**VERSION: September 2025**

**REVIEW DATE: September 2026**

|  |                                  |
|--|----------------------------------|
| <b>Agreed by Local Board of Governors:<br/>Mr. N Fordyce</b> | <b>Headteacher: Mr. P Driver</b> |
| <b>Signed:</b>   | <b>Signed:</b>                   |



## **Hugglescote Community Primary School**

### **Anti-Bullying Policy**

#### **Statement of Intent**

Hugglescote Community Primary School is committed to providing a caring, friendly, kind and safe environment for all our pupils, families and adults. In line with our values of the Hugglescote Way: treating others as we want to be treated; taking pride in everything we do; being honest; being kind; working hard and trying our best along with respect for everyone and everything in school, we want to instil this ethos allowing all our children to learn in secure environment without fear. Our policy sets out to ensure that, in line with the Equality Act 2010, we eliminate any unlawful discrimination, harassment and victimisation in relation to pupils, their families or staff with any protected characteristics and therefore who may be vulnerable to prejudice driven bullying.

We believe that bullying damages a person's physical and mental health including their confidence, self-esteem and ability to develop and sustain future relationships. Furthermore, it can affect concentration, attendance and as a result prevents a person from reaching their potential. Bullying is unacceptable and will not be tolerated at our school.

This policy was developed from consultation with staff, pupils, parents and governors It is written in line with the [DfE Guidance 'Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies 'July 2017](#). Advice and Guidance was also provided by the Leicestershire Anti-Bullying team <https://www.beyondbullying.com/>

It should be read with our following school policies: [Behaviour](#), [Mental Health and Wellbeing](#); [Safeguarding and Child Protection Policy](#); [Child on Child Abuse Policy](#); [Whistleblowing](#); Low Level Concerns, [Equality Policy](#) and [E-Safety](#), RSE/PSHE, [Complaints](#), Positive Handling, Prevent Duty Plan and Disciplinary Policy.

This policy also operates in all provision across school outside of normal school operating hours e.g. Breakfast Club, PitStop and any other clubs or events that are run outside the normal school day.

Aims of this policy are:

- To set out what bullying is;
- Explain how we respond to bullying instances;
- Explain how we create a positive and anti-bullying ethos and culture;
- To reduce any instances of bullying;
- To promote the acceptance, tolerance and respect of individual differences;
- Ensure that all instances of bullying are reported so they can be investigated in line with this policy;
- To ensure a consistency across the school in how bullying is dealt with.

## **What is Bullying**

The Anti-Bullying Alliance defines bullying as: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore deliberately hurtful, repeated often over a period of time and difficult to defend against.

We teach our children to understand this by using the language of **Several Times On Purpose: STOP**. It is important to distinguish between friends who can all on occasion fall out and as such be mean to each other and instances of bullying. Using **STOP** helps in this identification of bullying.

Bullying can be:

- Psychological (Indirect)– being unfriendly, spreading rumours, humiliating, excluding, tormenting and using threatening gestures.
- Physical – pushing, kicking, hitting, punching or using any form of violence including using objects to hurt. This can also be taking, hiding or damaging someone else’s belongings.
- Verbal- name calling, threats, insulting, abusive remarks, nasty teasing.

Bullying can happen face to face or online.

Online or Cyber bullying includes all areas of the internet including the misuse of emails, social media, apps, gaming, artificial intelligence and chat rooms. It also includes use of devices including telephone threats or hoaxes, inappropriate text/instant messaging and/or the use of a device’s camera and/ or video facilities.

As detailed in the Equality Act 2010, we recognise the protected characteristics and will not tolerate the targeting of individuals or groups because of:

- Age
- Disability or Special Educational Need (SEND)
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Other vulnerable groups and targets of bullying may include the following

- Young carers
- Looked after children
- Home circumstances
- Appearance
- Health
- Weight

### **Brief definitions: types of prejudice-related bullying**

**Bullying based on disability (disablist)** – is where the motivation for bullying behaviour is based on the target’s real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

**Bullying based on gender reassignment (transphobic)** – is when the motivation for bullying behaviour relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.

**Bullying based on race or ethnicity (racist)** - is where the motivation for bullying behaviour is based on the target's actual or perceived skin colour, culture, language, ethnicity or national origin. A person could also be targeted because of their association with someone with the protected characteristic of race.

**Bullying based on religion or belief** – is where the motivation for bullying behaviour relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

**Bullying based on sexual orientation (homophobic or biphobic)** – is where the motivation for bullying behaviour is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

**Bullying based on sex (sexist)** – is where the motivation for bullying behaviour is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their actual or perceived sex or gender. A person could also be targeted because of their association with someone with the protected characteristic of sex.

### **Definitions for other forms of bullying**

**Bullying based on appearance or health conditions** – is where the motivation for bullying relates to the target's physical appearance (e.g. hair colour or clothing), or a health condition (e.g. a disfigurement, a traumatic injury, or severe skin condition).

**Bullying based on weight** - is where the motivation for bullying behaviour related to a target's individual weight or size. It can also stem from negative stereotypes and biases about weight.

**Bullying based on home circumstance** – is where the motivation for bullying is based on the target's living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, whether they are from a low-income family or in receipt of free school meals.

We recognise that bullying may not just take place between children. Bullying may also take place between:

- a member of staff towards a pupil;
- a pupil towards a member of staff;
- adults towards other adults;
- parents towards other parents;
- parents towards other children.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. As a telling school, we expect all 'bystanders' to do the right thing and tell.

See **Appendix 1** for more further information regarding the specific types of bullying.

### **Friendship Disagreements/Fall Outs**

The school recognises that friendship fallouts can be a normal part of growing up. Children need a safe space to learn and in how to deal with these conflicts and how to resolve them. Our PSHE curriculum includes content to help support the development of healthy friendships and how to resolve conflicts. In situations when children have fall outs, staff will support children by listening and talking with them and all involved. This often will include parents/ carers. Support will be given which may include restorative conversations, pastoral support from ELSA, buddies, role models, friendship groups etc.

### **Symptoms of Bullying**

A person may indicate by signs or behaviour that they are being bullied; the effects of bullying are huge. Pupils who are being bullied may show changes in behaviour such as:

- becoming shy, nervous and withdrawn,
- becoming anxious,
- feigning illness,
- taking unusual absences or persistently arriving late to school,
- clinging to adults or a child wanting to remain with adults
- there may be evidence or changes in work patterns e.g. a deterioration in a child's focus and work,
- sudden outburst or a change in a person's normal behaviour,

See **Appendix 2** for the signs and symptoms of bullying.

### **Where does bullying take place?**

Bullying is not confined to the school premises and may take place outside school, in the local community and on the journey to and from school.

### **Bullying Outside School Premises**

Where bullying has taken place outside school it should be reported to school staff. Incidents will be investigated and acted upon as per page 6 of:

[https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf)

Bullying anywhere will not be tolerated and the Headteacher has statutory powers to discipline pupils for poor behaviour outside the school premises.

### **Recognising why people may bully?**

Having a clear understanding of why someone may engage in bullying behaviours allow us to intervene early to prevent the likelihood of bullying occurring. Understanding the emotional and well-being of all who bully is instrumental in selecting appropriate strategies and to engaging with the right external support, as necessary.

See **Appendix 3** for reasons people may bully others.

## Preventative Strategies

We believe that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos creating a healthy, safe and stimulating environment. The ethos and values of our school underpin our curriculum. We stand by our motto of Enjoy, Learn, Achieve. We actively teach the Hugglescote Way which are values based on mutual respect for each other and our school, kindness, honesty, treating others as you want to be treated, taking pride in what we do and trying our best, not giving up and working hard. We use the phrase of 'being the best that you can be' across school. We have 3 simple school rules: Be Ready, Respectful and Safe.

Our approaches include:

- prioritising personal development on the school development plan;
- devising a broad, balanced knowledge rich, progressive curriculum of 'Life Learning' (RSE/PSHE), British Values, RE and SMSC throughout school;
- Adopting positive behaviour management strategies as part of the behaviour policy rewarding the behaviours we want to see;
- Ensuring the whole school community understands bullying by actively promoting our philosophy and zero tolerance approach;
- Teach children about the wider roles involved with bullying incidents. See appendix 3.
- Participating in national events e.g. anti-bullying week;
- Celebrating individuality, difference and diversity throughout school e.g. mental health and wellbeing activities, whole school assemblies;
- Ensuring CPD is high quality and regular for all staff;
- Regularly cover friendship themes in assemblies and classroom activities;
- Reviewing supervision during playtimes and lunchtimes e.g. by ensuring the outdoor spaces are inclusive and support emotional wellbeing, providing a lunch club for children who find busy, noisy playgrounds challenging;
- Providing Pastoral and/ or Emotional Literacy Support interventions for children who are victims or perpetrators of bullying;
- Providing quiet spaces including lunch clubs and time to talk drop in sessions with pastoral workers;
- Planning events throughout the year to allow children to buddy up with each other;
- Providing opportunities for the children to be leaders e.g. anti-bullying ambassadors, peer-mentors, lunchtime helpers, school council;
- Liaising with members of the wider community and engaging with community initiatives;
- Collecting pupils' views of school regularly.

## **Reporting and Responding to Bullying**

**All members of our school community should report all incidents of bullying.**

### **What pupils should do if they feel they are being bullied: Role of the Pupils.**

We are a telling school and we teach our children to:

- Understand bullying using **STOP : Several Times on Purpose**;
- tell someone about it by using **STOP– Start Telling Other People**;
- Have 5 trusted people to talk to. This must include members of school staff as well as family members and friends;

- Be upstanders and not bystanders by standing up and not tolerating bullying behaviour if they know it is happening.

Children can 'tell' in different ways from speaking to adults, peers, anti-bullying ambassadors as well as non-verbally through class worry/listening boxes and monsters or use of Zones of Regulation.

### **What parents/carers should do if they feel their child is being bullied: Role of Parents/Carers**

Parents and carers should contact the school. The first point of contact is the child's teacher. It is important that parents/carers feel confident to talk to staff about their concerns. If the incident is deemed serious in nature or concerns have already been raised with the class teacher, parents and carers should report to a member of the Senior Leadership Team (SLT) as soon as possible (same day).

### **Once the school is aware of an incident our procedures are:**

#### **If the incident is raised with the class teacher, they will:**

1. Clearly explain policy and reassure the parent/carer that the allegation will be investigated promptly;
2. Agree a time scale to speak to the parent/carer after investigations have been made;
3. Inform the Headteacher/Deputy of the incident;
4. Log the contact onto our secure database: CPOMS (Child Protection Online Management System) under the category 'Bullying' using the correct subheadings as appropriate e.g. racist, homophobic, cyber-bullying etc;
5. Feedback to the parent/carer and reassure that appropriate measures are being taken to ensure the well-being of their child at school.

The class teacher in conjunction with a member of Senior Leadership Team (SLT) which will usually be the Headteacher or Deputy, will take on board a range of information about the incident and if the concern is indeed bullying will then:

1. Headteacher and/or Deputy will meet with the pupil who engaged in bullying behaviour and the target of bullying behaviour separately encouraging them to talk about the incident/s;
2. Headteacher/Deputy will speak to all children involved and/or those who it is felt may know additional information as deemed appropriate;
3. Make sure the target of the bullying behaviour feels safe and all opportunities are minimised to prevent further incidents of bullying;
4. Action will be determined depending on the nature and severity of the behaviour reported and will be implemented at first opportunity;
5. Arrange an appropriate programme of support to monitor a pupil's well-being e.g. pastoral support to build self-esteem if appropriate;
6. Parents/carers of all children involved will be informed and invited into school for meetings if appropriate. Depending on the severity of the incident/s parents may be informed prior to the SLT speaking to the children. Each case is assessed on an individual basis;
7. Inform external agencies including the Police if necessary;
8. All information will be recorded onto CPOMS;
9. Pastoral support will be considered for the pupil who engaged in bullying behaviour e.g. working on anger management, restorative approaches;
10. Targets to be set and zero tolerance approach made clear to all parties;
11. Risk assessments established as and where necessary.

The following graduated response sanctions may be considered as part of the school's behaviour policy. The severity of the incident will determine the sanction:

- The pupil who engaged in bullying behaviour will apologise to the victim verbally or in writing. This apology will be carried out sensitively and in line with the wishes of the target of the bullying behaviour and if appropriate their parents/carers;
- Lose playtimes (spending the time inside with the Headteacher/Deputy);
- Parental/Carer meetings;
- Daily/ weekly/ monthly behaviour modification plan;
- Temporary or permanent removal to another class;
- Withdrawal from participation in school events e.g. visits, club activities, residential trips that are not part of the statutory curriculum;
- Fixed time exclusion;
- Permanent exclusion if the bullying persists;
- exclusion from certain areas of school premises;
- Police notification if a criminal offence has taken been committed.

Pupils who have been target of bullying behaviour will be supported by:

- Being offered an immediate opportunity (or as soon as is reasonably practical) to discuss the experience with a class teacher or member of staff of their choice;
- reassuring the pupil;
- offering continuous support;
- restoring self-esteem and confidence.

Pupils who have engaged in bullying behaviour will be helped by:

- discussing what happened;
- discovering why the pupil became involved;
- establishing the wrongdoing and need to change;
- helping support them in understanding empathy and to learn about the impact their actions have on others;
- informing parents/guardians to help modify the behaviour of the pupil.

### **Monitoring, evaluation and review.**

School incidents of bullying are monitored and reports are analysed termly by the SLT and Governors. The Headteacher reports all bullying incidents to the Governing Body termly. The aim of this is to determine any trends or patterns emerging that can be addressed through our preventative measures.

The school will review this policy annually and assess its implementation and effectiveness.

If you feel your concerns are not being addressed, see the school's [complaints policy and procedure](#).

### **Anti-bullying Team**

Anti-bullying is everyone's responsibility at our school. However, named contacts with specific responsibilities are:

Anti-bullying Leader: Nicky Walker (Deputy Headteacher)

Anti-bullying Governor: Nick Fordyce (Chair of Governors)

**This part is still to be reviewed with input from the children**

**Our Anti-Bullying Charter**

**Anti-Bullying Charter**

Our whole school community is committed to making our school a kind, safe and happy place to be.

Together we stand up and:

**S. START**  
**T. TELLING**  
**O. OTHER**  
**P. PEOPLE**

Our anti-bullying 'motto' designed by our Anti-Bullying Ambassadors.

IF you See A BULLY Tell A BUDDY

We work with the Diana Anti-Bullying Team.

**ANTI-BULLYING**

FROM THE DIANA AWARD

Say NO to bullying. Together we can make a difference.

**The Hugglescote Way**

- Treat others as we want to be treated.
- Respect everybody and everything in our school.
- Work hard, try our best and not give up.
- Be kind.
- Be honest.
- Take pride in everything we do.

Our school values lie at the heart of everything we do.

**Child Friendly Anti-Bullying Policy**

**What is bullying?**

In our school, a bully is someone who hurts someone more than once, by using behaviour which is meant to hurt, frighten or upset another person.



**Physical** (hitting, punching, etc)

**Verbal** (name calling, swearing, etc)



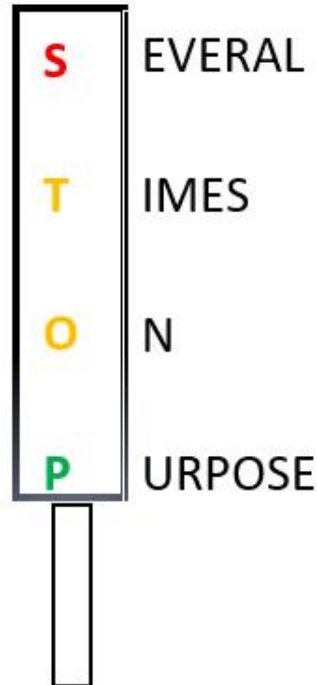
**Indirect/Emotional** (leaving someone out, spreading rumours, etc)

**Cyber** (being unkind online or using a mobile phone)

People can be bullied for lots of reasons, including their race, religion, culture, disability, home circumstances, appearance, sexual orientation or gender identity.

**When is it bullying?**

Bullying is NOT just someone being mean once it is when someone is mean or unkind ...



**What we do to help...**

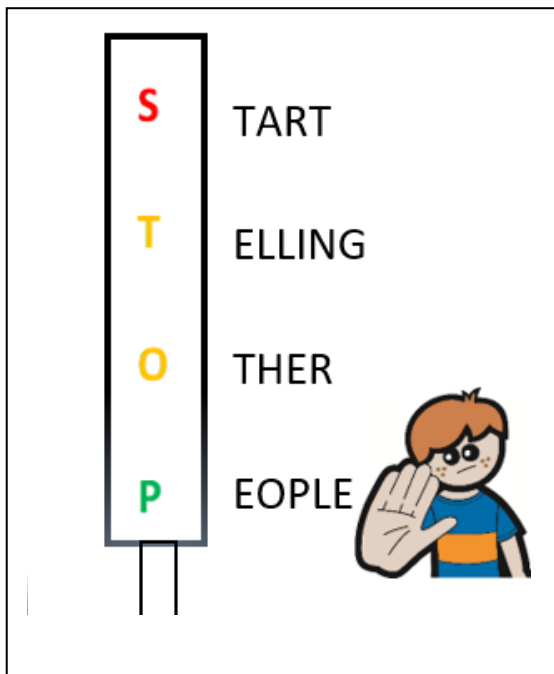
We always treat bullying seriously. We will find a way to **S.T.O.P** so that you can feel safe and happy in school.

### Who can I tell?



A helping hand ...

### What should I do if I am being bullied?



### What should I do if I am being bullied:

#### Do...



- Use eye contact and tell them to go away
- Ignore them
- Walk away
- Act as though you don't care what they say or do
- Remember it is NOT your fault and you are NOT alone
- Tell an adult you trust



#### Don't...

- Keep it to yourself
- Do what they say
- Get angry
- Hit them



Everyone is different and that's okay.

What should I do if I see someone else being bullied?

- DO NOT walk away and ignore the bullying.
- Let the bully know that you have seen /heard it.
- Tell the bully to STOP if it is safe to do so.
- Do not stay silent, ignore it or pretend you do not know about it.
- TELL an adult at school.
- Be an UPSTANDER.

We will work together to **S.T.O.P** bullying. We want everyone to feel safe, happy and to be themselves.

## The Hugglescote Way



## **Appendix 1:**

### **Behaviour often associated with bullying**

#### **Baiting**

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

#### **Banter**

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks' Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

#### **Child on Child Abuse**

All staff should be aware that children can abuse other children (formerly referred to as peer-on-peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

We will challenge and respond to any concerns related to the above.

#### **Sexist and sexual bullying**

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly

in cases of hate crime related bullying and cyberbullying and child on child abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying. This includes phrases like 'you're gay', 'that's gay' since these phrases are used to show something is felt inferior.

### **Hate crime and bullying**

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as:

***"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender."***

There is a distinction between a hate crime and a hate incident.

***"A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender."***

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the protected characteristics, it is known as a hate crime.

The type of conduct which will be considered as a hate incident is wide ranging and includes the following:

- verbal abuse;
- harassment;
- bullying or intimidation;
- physical attacks;
- threats of violence;
- hoax calls, abusive phone or text messages, hate mail;
- online abuse;
- displaying or circulating discriminatory literature or posters;
- graffiti;
- arson;

- throwing rubbish in a garden; and
- malicious complaints.

Any concerns about hate incidents/crimes should be discussed with a member of the Senior Leadership Team. Information on how to report a hate crime can be found at <https://www.report-it.org.uk/home>

Children can report any crime anonymously at <https://www.fearless.org/>

### **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites;
- posting prejudice /hate messages;
- impersonating someone on line;
- public posting of images;
- exclusion;
- threats and manipulation;
- stalking.

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

All children are taught to screenshot any bullying online behaviours and to bring into school.

**Appendix 2: Signs and Symptoms of bullying.**

The following may be signs that a person is being bullied:

- Sudden unwillingness to come to school;
- Being frightened to walk to and from school;
- Losing self-confidence and self-esteem;
- Feels ill in the morning, or before a certain activity;
- Becomes anxious, withdrawn or lacking in confidence;
- Being frightened to say what is wrong;
- Developing unexplained physical injuries e.g. bruises, cuts
- Regularly missing items of clothing or having belongings and clothing damaged;
- Becoming easily distressed, disruptive or aggressive;
- Failing to achieve potential at school;
- Becoming isolated and disengaged from other children;
- Developing sleep problems including nightmares;
- Appears nervous or jumpy when looking at electronic devices e.g. mobile phones when messages have been received;
- Reduced appetite or problems relating to food and eating;
- Developing changes in physical behaviour like stammering and nervous tics.

### **Appendix 3: Why People May Bully**

Possible reasons why some people may bully include:

- Liking to feel in control and likes the power using bullying to get their own way;
- Having been abused or bullied themselves;
- Being unable to resist negative peer pressure;
- Having a personality that is quick to anger, become jealous or is aggressive;
- Struggling to cope with emotions including bereavement or a change in family circumstances;
- Being under pressure to succeed at all costs;
- Being overtly self-orientated and unable to show empathy for others (having an over inflated opinion of themselves)
- Feeling frustrated, humiliated, inadequate and insecure.

**A model of bullying and roles that we teach the children:**

