



Anti-Bullying and Hate Incident Policy

Review Date: September 2025

Next review Date: September 2026

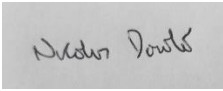
Adopted by the Governing Body on: 22nd Sept 2025

Please read this policy alongside our school Child Protection and Safeguarding Policy, Behaviour Policy, Child on Child Abuse Policy, Online Safety Policy, Complaints Procedure and other relevant policies. Part 5 of KCSiE25 has been reflected in this policy.

Review

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

VERIFICATION CERTIFICATE

Document Title:	Anti-Bullying and Hate Incident Policy
Issue:	3
Reviewer:	Ceri Baggus
Position:	Designated Safeguarding Lead
Signature:	C. Baggus
Date:	9.9.25
Approver: (on behalf of the Governing Body)	Nicolas Dowler
Position:	Chair of Governors
Signature:	
Date:	22/09/25

DOCUMENT ISSUE/AMENDMENT HISTORY

(previous versions not numbered nor amendments noted)

Issue	Date	Amendment
1	4.10.22	Policy reviewed and updated for full Governor ratification
2	3.9.23	Policy reviewed and updated for full Governor ratification
3	9.9.25	Policy reviewed and updated for full Governor ratification – any updates are highlighted

Statement of intent:

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a calm and secure atmosphere. This policy is in line with the school Behaviour Policy and works concurrently. Bullying of any kind is not acceptable in our school and will not be tolerated. If bullying does occur, all pupils should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively. Racist, sexist or other discriminatory behaviour, regardless of circumstances, is always unacceptable and is considered a serious breach of the school's rules and values.

No one in our school should be subjected to unacceptable treatment because of their race, colour, gender, religion, ethnic origin, disability, and sexuality or family circumstance.

Our school policy covers all types of bullying which is listed below and is applicable to all individuals and groups in our school, such as those with a disability, mental ill-health, particular religious views, members of a LGBT community, racial groups, Gypsy, Roma and Traveller children and those with an alternative sub culture.

Our policy is owned, understood and implemented by all sections of our school. Any form of bullying including sexting and the pressure to do so is recorded and dealt with by the school and the governing body.

What is bullying?

Bullying is intentional and hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. Bullying results in intense misery for the victim.

Bullying constitutes incidents that happen Several Times on Purpose (STOP) Types of bullying include:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls
- cyberbullying
- prejudice-based and discriminatory bullying

Managing a situation in which bullying is proved to have occurred is not just about implementing sanctions to punish but also about managing behaviour so that situations improve for all of those involved.

Why is this policy necessary?

- Bullying, hate and prejudice incidents are major concerns that affect everyone and can have extreme consequences.
- Bullying, hate and prejudice incidents are not an inevitable part of school life nor a necessary part of growing up, and they rarely sort themselves out without support.
- The school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being subject to bullying, hate or prejudice.
- It is important to recognise that occurrences of bullying, prejudice based and hate incidents can have a detrimental effect on the achievement and wellbeing of the whole school community and only when these issues are addressed will a child best be able to benefit from the opportunities available at the school.

- It is therefore important to ensure this policy compliments our School Behaviour Policy in demonstrating the school's care for its pupils and its commitment to eliminating bullying, discrimination, harassment and victimisation, as per the Equality Act 2010

Indicators of bullying

NB these factors may have other explanations and therefore should be investigated carefully. Signs you may notice could be that a child is getting bullied: NSPCC 2022

- being reluctant to go to school
- being distressed or anxious
- losing confidence and becoming withdrawn
- having problems eating and/or sleeping
- having unexplained injuries
- changes in appearance
- changes in performance and/or behaviour at school.
- belongings getting 'lost' or 'damaged'
- not doing well at school
- asking for, or stealing money (to give to a bully)
- bullying others

Preventative measures to reduce and stop bullying

We believe the curriculum is the most effective tool for supporting our school's stance on bullying. We use many preventative measures to try and achieve a 'bully-free' environment.

Our values-based education permeates the whole of school life and is not restricted to values/Life Skills lessons and assemblies. The use of a variety of resources in our Life Skills curriculum helps to promote understanding and positive relationships. The school takes part in anti-bullying week each year and we have an Anti-Bullying and Keeping Safe themed assembly several times a year.

Our aim is to encourage positive behaviour from all our pupils.

Below are some key features that we believe contribute to this:

1. All staff acting as role models (at all times avoiding aggressive and humiliating behaviour) and promoting positive behaviour and treating people with dignity. Older children are also aware of their responsibility in modelling good behaviour to younger children.
2. Weekly values assemblies and associated lessons
 - To enable pupils to develop empathy and sensitivity towards one another
 - To highlight positive values and associated behaviour
 - To enable pupils to develop the language to express themselves and communicate their feelings effectively
 - To enable pupils to understand themselves and others better.
3. Life Skills curriculum
 - To boost pupils' self-esteem and help them to develop empathy for others
 - To teach children language to express and communicate their feelings to others
 - To teach children strategies to cope with their emotions
 - Treat others with respect and what may constitute not doing this; including anti-bullying, cyberbullying, avoiding prejudices against others for differences in lifestyles and views
4. Explicit discussions of bullying within various contexts
 - Enables pupils to recognise when they are being bullied or when they are being a bully.
 - Distinguishes between rude, mean and bullying behaviour
 - Pupils discuss: the characteristics of a bully, strategies to stop bullying, being a bystander and ways to help bullies become part of the group.
 - Informs pupils that they are all responsible if someone is being bullied – there are no

innocent bystanders.○ Promotion of anti-bullying week and other events each year in school.

5. Creating a school and classroom environment based on care and respect which feels 'safe'.
6. Reflection time
 - Reflection time built into the school day
 - Promotes self-awareness and self-esteem
7. All staff being constantly aware of, and looking out for, vulnerable pupils.
8. All staff consistently apply the behaviour policy throughout the school day, proactively intervening on the playground and other school areas and modelling good relationships and problem solving.
9. The use of the online system My Concern in which all incidents are logged with details of the action taken. A member of SLT will follow up these incidents where necessary.
10. Using positive listening, e.g. "Listen please!" (state the desired behaviour) + positive body language
11. Behaviour (including bullying) are standing items on the weekly staff meeting agenda.
12. School Council
 - Enabling pupils to be involved fully in school life, making decisions and solving problems.
 - Enabling issues to be picked up early and involving pupils in solving problems.
13. Working collaboratively skills
 - Explicitly teach pupils how to work in groups as one of our school values – take turns, co-operate, negotiate, solve disputes etc.
 - Teachers plan work so pupils learn to co-operate.
14. Pupils are grouped in a variety of ways so that all pupils have opportunities to work with a range of different pupils and contexts.
15. Capitalise on raising awareness, exploring feelings and understanding behaviour throughout the school day, e.g. co-operation games in PE, variety of life in science and issue stories in English.
16. In addition, pupils:
 - Help each other with any problems
 - Are given times to compliment each other's work and behaviour
 - Are encouraged to use polite language in their own conversations with each other
 - Are given opportunities to make newcomers and visitors feel welcome
 - Take part in 'buddying' of older children with younger children
 - Are encouraged to play with their younger siblings when appropriate.
17. Use of outside agencies, e.g. Behaviour Support Service, CYPS, Advisory Teaching Service where necessary.
18. In addition, teachers and teaching assistants:
 - Work hard to create an ethos of trust and care in classrooms and school
 - Ensure pupils don't always work in the same groups
 - Enable pupils to take responsibility for their behaviour by offering appropriate choices and consequences
 - Take their responsibility to support and foster these measures and this curriculum very seriously. In addition, we follow a cycle for raising awareness of our Behaviour Policy
 - Communicate issues to club providers and After School Club
 - Recognise that all of the above are ongoing and not only offered to pupils when incidents of bullying occur.
 - Ensure all pupils have a friend

When an allegation of bullying is made:

It is imperative that when an allegation of bullying is made it is investigated. All evidence must be collated and all sides of the story have to be heard and analysed. Any punitive measures taken must reflect the nature of the bullying and the way in which all those involved have conducted themselves. We take all allegations seriously and investigate them fully and fairly.

We ensure that we use effective methods of managing situations without alienating any of those involved. It is imperative that the dignity of all the children implicated is protected consistently by all staff.

Procedure:

1. If a child, parent or staff member feels that there is a potential bullying issue, they should notify the relevant class teacher, Key Stage Leader or Head Teacher (if the alleged issue is a teacher).
2. The allegation of bullying is immediately investigated by the class teacher and, where necessary, escalated to the Key Stage Leader, Deputy Head and Headteacher.
3. Perceived bullying incidents will be logged daily on My Concern by the staff on duty. Staff will also indicate how they responded.
4. My Concern will be monitored by the Key Stage Leaders who will be looking for repeated incidences of bullying. Repeated incidents are logged in the system and investigated.
5. If bullying includes racist abuse the incident will be recorded on My Concern as with other incidents but clearly indicating that alleged racial abuse was involved. All administrative records and reports concerning a case of alleged racial abuse will be held confidentially in an incidence file which is kept by the Headteacher.
6. All verified incidents of systematic bullying and racism will be reported to the Headteacher and feedback to appropriate staff.
7. In proven cases of systematic bullying and racism, the parents of the child who has exhibited the bullying behaviour, and those of the victim, will be informed and asked to come to meetings to discuss the problem.
8. All pupils involved will be supported in resolving the situation, the feelings arising from it and the behaviours exhibited during it, staff will be consistent and impartial throughout. (Reflection aspect of our Behaviour Policy)
9. The bully will be helped to change their behaviour (Reflection aspect of our Behaviour Policy)
10. Support will be given to the victims to find strategies to deal with bullying. (Reflection aspect of our Behaviour policy)
11. If parents, carers or guardians are unhappy with the outcome of a bullying investigation, the next step is to utilize the steps laid out in the school's Complaints Procedure.

Consequences of bullying

If bullying is found to have taken place, the parents of all children involved will be informed and a personal plan may be drawn up for moving forward based on the individual circumstances of what has happened. The plan will outline the consequences of the behaviour, the management of the child after the events and the monitoring that will be in place to ensure that the bullying is never repeated.

Advice to Parents, Carers and Guardians

As a parent, carer or guardian of a child whom you suspect is being bullied:

- report the bullying incident to the class teacher
- in cases of serious bullying, incidents recorded by staff will be passed to the Heads of Key Stage and the Head teacher
- parents may be asked to meet with the class teacher or Head teacher so a more detailed narrative of the incident can be recorded
- parents may be asked to meet with the class teacher or head teacher if their own child has been involved in bullying
- if necessary and appropriate the police will be consulted
- reassurance and support will be given to the victim of bullying
- guidance/support will be given to the child using unacceptable behaviour

As a parent, do not

- Attempt to solve the problem your self
- Encourage your child to bully back

FURTHER SUPPORT AND HELPFUL ORGANISATIONS

- The Police - If you need urgent assistance with regards to a hate crime call 101 or 999
- Childline - If you find it difficult to talk to anyone at school or at home, ring Freephone 0800 1111, or go to www.childline.org.uk.

These are free and confidential.

- NSPCC – Free advice and support can be found at www.nspcc.org.uk
- Young Minds - Bullying support for young people and advice about positive mental health – www.youngminds.org.uk/vsbullying
Telephone: 0808 802 5544
- Think you Know – Advice and information about social networking, E-Safety and reporting online abuse <https://www.thinkuknow.co.uk/>