Anti-Bullying Policy

Adopted by Hunslet Moor Primary School Governing

Reviewed: June 2026

Updated September 2022 in line with Child Protection Policy & Relationships and Behaviour Policy

Next Review: June2028

In conjunction with our Safeguarding & Child Protection Policy, PSHE Policy and Relationships and Behaviour Policy

Anti–Bullying Policy

This policy is to be operated in conjunction with the Safeguarding and Child Protection Policy, PSHE Policy and the Relationships and Behaviour Policy

Our Mission Statement: ***Aiming for Excellence: Unlocking Every Child's Potential***

Introduction

At Hunslet Moor Primary School, we are committed to providing a safe, happy, and inclusive environment where every child can thrive intellectually, emotionally, socially, and physically. In line with the Equality Act 2010, we actively promote an environment where all pupils are treated fairly and with respect, and where bullying in any form is not tolerated.

We recognise that bullying can take place face-to-face or online (including social media, messaging platforms, and gaming environments). The Anti-Bullying Alliance highlights the importance of addressing all forms of bullying, including those that occur digitally.

Most incidents of conflict are managed through our Relationships and Behaviour Policy. However, any concerns that indicate safeguarding risks will be managed in line with our Child Protection and Safeguarding Policy.

The vision of our school: We aim to be a high-achieving, inclusive community that meets the needs of all pupils, families, staff, and governors.

We strive to:

- Nurture respectful, responsible children who achieve their full potential, including those with SEND
- Create an environment where every child develops confidence, self-esteem, and a love of learning through our DREAMS ethos
- Promote high expectations and positive behaviour
- Ensure all children feel safe, valued and supported
- To create an environment where children feel safe and secure from bullying, racism and discrimination, and a place where they are assured of strong support from staff should they ever feel threatened

At the heart of our school is our DREAMS Ethos and Thrive Approach, which place children at the centre of our community.

We believe children thrive when they feel: **Safe, Valued, Heard and Supported**.
We build strong relationships through emotional understanding, connection, and consistent support. This includes removing barriers to learning through targeted emotional and social interventions.
We promote community through:

- Whole-school assemblies
- DREAMS Teams
- Community Champions

- Friendship and nurture groups
- Emotional development sessions
- Pastoral support and one-to-one interventions where needed

"Bullying in any form is always unacceptable."

Bullying

Definition of Bullying

At Hunslet Moor Primary School, bullying is defined as: ***Repeated, intentional behaviour that causes physical, emotional, or psychological harm to another person. It can happen face-to face or online.***

Usually in confirmed cases of bullying, one party feels more powerful than another.

We do not tolerate discrimination or bullying linked to protected characteristics under the Equality Act 2010.

Bullying often involves a perceived imbalance of power. We explicitly teach children about bullying through assemblies, PSHE lessons, and the curriculum so they understand what bullying is.

TYPE OF BULLYING DEFINITION	What this might look like
Emotional / Relational	Spreading rumours, being unfriendly, excluding, tormenting or isolating others
Verbal	Name-calling, insults, threats, ongoing teasing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial, Faith-based, Gendered (sexist) Homophobic/biphobic Transphobic, Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, sexual comments or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child on Child some incidents of bullying may also be identified as child-on-child abuse and will be treated as a safeguarding concern in line with the school's Safeguarding and Child Protection Policy.	

Signs of Bullying:

Staff should be vigilant in looking out for signs of bullying and other child protection issues including:

- Physical- cuts and bruises, scratches, damaged clothes, bed wetting, missing school items
- Emotional- losing interest in school, being withdrawn or secretive, unusual displays of temper and refusal to say they are unhappy, higher level of anxiety and mood swings
- Behavioural- taking longer to get ready at home, asking for more money, sudden changes in behaviour and mood, not wanting to go to school

Bullying is not: It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone.

What do we do at Hunslet Moor Primary School to prevent bullying?
At Hunslet Moor Primary School, preventing bullying is part of our whole-school ethos. Through our DREAMS values and Thrive approach, we work together to ensure all children feel safe, valued, respected, and included. Our approach is rooted in the understanding that behaviour is communication. We recognise that children may communicate their feelings and needs through their behaviour, and we work proactively to support children's emotional development, relationships, regulation, and sense of belonging. Through our Thrive-based approach, we focus on building positive relationships, supporting emotional wellbeing, and removing barriers to learning so that all children can thrive within our school community. Our Thrive and trauma-informed approach supports children's emotional regulation, relationships, and wellbeing.
We do this by:

- Using assemblies to talk about bullying, respectful relationships, kindness, and inclusion so children understand what bullying is and how to seek support.
- Taking part in Anti-Bullying Week and themed awareness days to help children recognise bullying behaviours, understand the impact of bullying, and know how to report concerns safely.
- Providing whole-class check-in sessions where children can discuss their feelings, ensuring pupil voice is heard and children feel valued and supported.
- Constantly reviewing behaviour incidents, including bullying-type behaviours, through daily and weekly CPOMS monitoring, safeguarding reviews, behaviour analysis, and reports shared with governors.
- Ensuring there are clear links between PSHE, citizenship, religious education, and other curriculum areas to promote respect, empathy, and understanding of differences.
- Teaching children about bullying through the curriculum, including PSHE lessons following the Jigsaw Scheme of Work. This includes learning about healthy friendships, respectful relationships, managing conflict, and how to seek support when friendships become difficult.

- Teaching children to respect and celebrate differences through our daily Thrive-based practice, inclusive curriculum, themed events, and celebrations such as International Day. We also learn through stories, discussions, shared experiences, and reflective activities, children learn about diversity, equality, empathy, and the importance of valuing others' beliefs, cultures, backgrounds, identities, and experiences.
- Having clear school, classroom, and playground expectations which promote positive behaviour, respect, and safety for all children.
- Recognising the importance of well-organised break and lunchtime provision, including staggered lunchtimes, nurture lunches, additional playground staff, and support from pastoral and senior leaders.
- We challenge harmful, derogatory, discriminatory, or misogynistic language, including language sometimes dismissed as 'banter'.
- We promote online safety through curriculum teaching, staff vigilance, and appropriate filtering and monitoring systems.
- We recognise the strong link between bullying, safeguarding, mental health, and wellbeing.
- Ensuring staff actively supervise and engage with children during playtimes and lunchtimes, modelling positive social interaction, respectful communication, emotional regulation, and problem-solving skills.
- Providing staff with regular anti-bullying and safeguarding training.
- Rewarding positive behaviour through our DREAMS currency, celebrating kindness, teamwork, respect, and positive social interactions.
- Encouraging all children to take part in DREAMS Teams and wider group activities to promote teamwork, belonging, sportsmanship, and community.
- Promoting empathy, kindness, and emotional understanding through reading opportunities, themed weeks, stories, and discussion-based activities.
- Ensuring adults model respectful language and behaviour at all times.
- Challenging inappropriate or abusive language and supporting children to understand how to communicate respectfully with others.
- Providing emotional check-ins for all children alongside targeted pastoral support for vulnerable pupils to ensure all children feel safe, listened to, and supported in school.
- Friendship groups are in place to support children in developing their social skills, building positive relationships, and learning how to manage different friendship situations appropriately and respectfully.
- Offering after-school clubs to promote inclusion, friendships, confidence, and a sense of belonging within the wider school community.
- Holding regular pastoral meetings to review behaviour concerns, safeguarding information, staff observations, and parent concerns to ensure early support is put in place.
- Sharing our anti-bullying policy and approaches with families through parents' evenings and wider communication.
- Holding twice-weekly staff briefings to ensure information is shared effectively so all staff can support children consistently and appropriately.

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Child Friendly Policy

To help ensure that children feel included and valued within our school community, we have a child-friendly anti-bullying policy where key information is shared in an age-appropriate way. We teach children what bullying is, how to recognise it, and how to report concerns safely.

Our child-friendly policy includes Widgit symbols to help children understand key messages and express worries or concerns. Widgit is a familiar communication tool used across school within curriculum learning and wider school practice to support understanding, inclusion, communication, and emotional safety for all children.

As part of this policy, we talk to children about trusted adults, knowing it is safe to speak up, and the importance of pupil voice. By adapting our child-friendly policy, we ensure we are meeting children's communication needs and making safeguarding information accessible to all pupils, including children with SEND.

What do we do as a school when bullying is alleged?

Parents can be assured that the school takes all reports of bullying very seriously. Our priority will be to support those being bullied and to stop the bullying. It is the school's responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken.

We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour. We have to assess the seriousness by asking key questions such as:

- Was the act done on purpose knowing it would hurt?
- What was the actual hurt suffered?
- How many incidences of alleged bullying have there been?
- How long has the bullying been going on?
- Have those involved also bullied other pupils?
- Was there any provocation?

Roles and Responsibilities

Pupils, parents and all staff at Hunslet Moor take a shared responsibility for promoting good behaviour. We will:

- Talk to someone if we feel worried, upset or concerned about anything.
- Report any of my worries or concerns to the school following the correct channels, e.g. informing the class teacher or a member of SLT
- Share any reports of bullying with the appropriate staff.

- Treat all members of our school community with respect.

Investigating Bullying Concerns at Hunslet Moor Primary School.

We understand the emotional and physical impact that harmful behaviour towards can have on children. We also recognise that children may feel upset, worried and frightened by incidents that happen within school, even where bullying is not found to have taken place. As part of our bullying investigation process, all concerns shared by children, parents, or staff are taken seriously and fully explored. Members of the Senior Leadership Team (SLT) use a Bullying Investigation Form to ensure concerns are investigated fairly, consistently, and thoroughly. Our initial action is to establish whether bullying is founded.

- **Founded bullying** – where evidence shows that the behaviour meets the school's definition of bullying, including repeated and intentional harm.
- **Unfounded bullying** – where the investigation finds that the behaviour does not meet the definition of bullying. This does not mean the child's concerns are dismissed or ignored. It may still involve friendship difficulties, conflict, unkind behaviour, or other behaviours that require support and intervention.

We conduct the investigation by:

- Listening carefully to the concerns shared by the child, parents/carers, and staff.
- Speaking with other adults and children involved where appropriate.
- Ensuring all children's and adults' feelings are listened to, validated, and respected.
- Completing a CPOMS chronology to record concerns, actions, and outcomes accurately.

A full investigation will then take place using the school's Bullying Investigation Form to establish whether the incident meets the school's definition of bullying.
An SLT member will liaise with parents/carers, the phase leader, and class teacher throughout the investigation process to ensure communication, support, and appropriate actions are in place for all children involved. Some incidents may constitute a safeguarding concern and require immediate action. We recognise that bullying can occur within and beyond the school environment as part of our contextual safeguarding responsibilities.

Regardless of whether bullying is identified as founded or unfounded, the wellbeing of all children involved remains our priority. Appropriate emotional support, restorative work, and pastoral interventions will be put in place to help children feel safe, supported, and listened to.

Outcome from Bullying Investigation

Founded Bullying	**Unfounded Bullying**
Where bullying is identified as **founded**, it will be recorded on CPOMS by SLT.	Where an incident is identified as **unfounded bullying**, it will still be recorded on CPOMS.

A Bullying Incident Log will be completed and will include: • Summary of incident (dates/times) • Supportive actions for all involved • Parental communication • Actions taken and follow-up work **Following an incident:** • Parents/carers will be kept informed by the Head teacher or Deputy Head teacher • Preventative work will take place in class or across school • Restorative work will be carried out with children involved • Emotional and pastoral support will be provided • Intervention /Changes will be made to support all children .	We recognise children's feelings and ensure they are listened to, supported, and not dismissed. • Check-ins and supportive actions for pupils • Clear feedback to parents/carers with strategies if needed • Shared understanding of why the outcome is unfounded • Ongoing monitoring and CPOMS review **Following an incident:** • Parents/carers updated by Head teacher or Deputy Head teacher where needed • Preventative work in class or school setting • Continued monitoring of CPOMS logs • Ongoing check-ins with child and family

Where appropriate, early help processes may be used to support children and families.

<u>Possible actions school may take depending on seriousness of the bullying.</u>

Sanctions for Bullying
The school uses the following sanctions for bullying incidents once a clear and fair investigation has taken place. These will be decided on a **case-by-case basis**, taking into account the needs of all children involved.

We recognise that bullying is **never acceptable**. However, where incidents occur, we will always work with children in a supportive and restorative way to help them understand the impact of their behaviour and make positive choices in the future.

Sanctions may include:

- Loss of privileges or roles of responsibility within school
- Reinforcement of clear expectations about treating others with respect and care
- Withdrawal or revised access to playtimes and lunchtimes, with support from key staff to help children reflect on their behaviour and understand its impact on others, and to support them in making safer, kinder choices
- Exclusion from after-school clubs, to reinforce that actions have consequences
- Internal exclusion within school (away from the class) to provide reflection time and ensure all children feel safe

- Formal exclusion from school in serious cases, particularly where bullying has caused significant emotional or physical harm
- Involvement of external agencies (e.g. PSOs) to support understanding of behaviour and its wider impact in the community
- Friendship groups to develop social and relational skills
- Self-esteem and emotional regulation groups to support children in understanding the link between feelings, self-worth, and behaviour
- Risk assessments to ensure appropriate safeguards are in place and all children remain safe
- Personalised SEN or behaviour support plans to meet individual needs

All sanctions will be clearly defined and shared with staff, pupils, and parents involved in the incident. While bullying is not acceptable in any form, our approach is also focused on **support, education, and behaviour change**.

All actions will be followed through consistently and monitored to ensure impact and ongoing improvement.

Some bullying behaviours may also constitute child-on-child abuse and will be managed in line with the Safeguarding and Child Protection Policy.

We understand that some children, including those with SEND or protected characteristics, may be more vulnerable to bullying or discrimination.

Monitoring and Evaluation of this Policy

All aspects of behaviour are documented and reviewed daily. Each half term, there is a comprehensive analysis of trends in behaviour, including any reported founded incidents of bullying. This analysis includes the different types of bullying and the actions taken to address any incidents.

Key outcomes of behaviour including bullying are shared in the termly Headteacher's Report to Governors. Key outcomes are further critiqued at Pupil Support Committee meetings each half term.

This policy and our practice are reviewed following any critical incident, as required. It is also reviewed annually by all stakeholders, including parents.

The Governing Body will monitor this policy's effectiveness through the Headteacher's Report. They will take into account comments from parents and their own perceptions when visiting school.