



Huttoft Primary & Nursery School

Building Foundations, Enabling Discovery, Broadening Horizons

ANTI-BULLYING POLICY

Approved by:	Local Governing Body
Date Approved:	20 July 2026
Date Adopted:	20 July 2026
Review Frequency:	Annual

Policy Implementation, Monitoring, Evaluation and Review

This policy is reviewed and evaluated annually by the staff. It is available to all staff, all Governors, parents/carers on the school's website. Paper copies are available on request from the school office.

Introduction

The Equality Act 2010 provides for a Public Sector Equality Duty which requires public bodies, including schools, to have due regard to the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act

Advance equality of opportunity

Foster good relationships between people who share a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and those who do not share it.

Section 89 of the Education and Inspections Act 2006 provides that schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Definition of Bullying

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally.' (DfE July 2013)

Bullying can take many forms, for instance but not exclusively: name calling, mockery, teasing, jostling, punching, gestures, intimidation, taking or hiding/damaging belongings, taunts, aggression, assault, negative comments about appearance/clothes/personal attributes/family members/gender/sexuality, spreading rumours, graffiti and cyber-bullying.

At Huttoft Primary and Nursery School we see bullying as the wilful, conscious desire to hurt, threaten, pressurise and frighten others. Such behaviour, whether overt or subtle, would go beyond the normal 'teasing' relationship which often exists amongst

children/friends. Bullying may be motivated by prejudice, e.g., on grounds of race, religion, gender, sexuality, (including homophobic, biphobic and transphobic bullying), Special Educational Needs and Disabilities (SEND), health conditions or background. It may be motivated by actual differences or perceived differences. Bullying may be short-lived or longer term in nature – in either case it is the repetition over time that makes it bullying.

Bossiness is different from bullying as the child focuses on whoever is there at the time – a bossy child usually grows out of bossiness as negotiation and compromise skills are learned.

Cyber-bullying, where texts, online gaming or social networking sites are used maliciously usually originates outside school, but the effects of distress and social isolation caused by such activity are brought into school. The school has the power to discipline pupils for bullying that occurs outside the school premises.

Relationship Bullying

As a school we aim to use our PSHE curriculum to equip pupils with the knowledge, understanding, skills and attributes they need to keep themselves and others safe from bullying and to recognise and challenge prejudice in all its guises. Our whole school approach combines preventative education and being alert to prejudicial, discriminatory and bullying behaviours. This extends across all types of bullying and we are quick to challenge stereotypes and derogatory language around relationships, gender and sexuality. Inappropriate comments and harmful attitudes related to homophobia, biphobia and transphobia will not be tolerated. The school promotes the correct use of language and respect for each other's body and personal space; children learn that slang terms and uninvited physical contact are offensive and intrusive.

Aims of the Policy

It is our responsibility to create a secure, caring and safe environment for our pupils, so that parents/carers may send their child to school knowing that they are protected. We are confident that the aims and ethos of our school reflect our commitment to anti-bullying and high standards of behaviour.

Bullying affects everyone; it is not acceptable and will not be tolerated.

Prevention

We act to prevent bullying by having a robust procedure that is explicit to staff, parents/carers, governors and pupils

Our Behaviour Policy clearly states our expectations and steps for dealing with children and supports our anti-bullying stance

We openly talk about bullying in class discussions and Assemblies as well as across the curriculum (in RE, ICT and PSHE as well as in other subjects less frequently) during which time we identify strategies for coping with minor instances

The school uses MyConcerns and Bromcom software to record incidents observed and these are shared with relevant staff by the DSLs

The whole school works hard to warmly welcome all new pupils; our 'Buddy System' has operated successfully for many years

We foster a caring and co-operative ethos in all aspects of our work and play

Our five school values of Ambition, Individuality, Friendship, Respect and Resilience are known by all staff and taught to pupils from an early age, becoming embedded as the pupil moves up the school

We promote independence and self-esteem in every child

Members of staff always make time to listen

All children have an established seating place/table within their classroom. These are worked out carefully taking previous conflicts into account (shared by colleagues)

We raise awareness of cyber-bullying through the application of our stringent safeguarding procedures and ICT Policy. Dedicated lessons about online bullying are timetabled using National Online Safety website resources

ICT Safeguarding sheets are issued to and signed by children and parents annually

School Council representatives listen to their classmates' views, worries and thoughts and are able to share these in regular meetings with staff

Notices are displayed in ALL classrooms encouraging children who are worried or upset to speak to a teacher or another adult

We promote an inclusive environment and celebrate successes for all our pupils

Recording, Reporting and Responding to Bullying

Victims of bullying may suffer physical and psychological abuse, loneliness, insecurity and anxiety. An unwillingness to attend school, reluctance to go out to play, change in eating habits, clinging to adults, onset of bed wetting, out of character quietness or aggression are amongst the most easily identifiable signs of a victim; one or more signs may be noted at home or at school.

There may be wider effects of bullying whereby other children, who through witnessing violence, aggression and upsetting behaviour, in turn become distressed themselves.

The Local Governing Body receives regular information from the Headteacher about bullying and discusses the topic at least termly.

Children are encouraged to inform a trusted adult immediately if they experience bullying, as a victim or as a witness to any act of bullying

A clear account of the incident(s) will be sought by the staff member, and details recorded onto MyConcerns or Bromcom which will be seen by a DSL

The school's Relationships & Behaviour Policy will be followed and the relevant sanctions imposed

The teacher or Headteacher will speak to all pupils concerned promptly and investigate objectively

If the incident is of a racist nature, an entry will be made in the Racist Incident Log and procedures for reporting this to the Local Authority will be followed

Parents/carers of the victim and the child exhibiting bullying behaviour will be contacted and informed so they can reinforce and support our actions

The situation will continue to be monitored (and recorded)

Monitoring of the number and type of bullying incidents takes place annually and shared at a designated staff meeting in conjunction with the review of the Policy. This includes homophobic, biphobic, transphobic and sexist bullying.

Pupils who have been bullied will be supported by:

Reassurance and the opportunity to discuss their experience with a trusted member as soon as possible

Continuous support to restore self-esteem and confidence

Changes to seating arrangements and/or groupings in class as necessary

Pupils who have bullied will be helped by:

Discussing what has happened and why the pupil acted in this way using a restorative approach

Identifying available support where necessary

Informing parents/carers so that a joint approach can support the child in changing attitude and behaviour

Maintaining ongoing communication with parents/carers

Further Steps

When all other responses have been exhausted the following disciplinary steps can be taken:

Official warnings to cease offending

Withdrawal of privileges

Exclusion from certain areas of the school

Internal Suspension

Suspension

Permanent exclusion

Police involvement.

Complaints about Bullying.

Where a complaint is made by a parent/carer about bullying, the matter will be dealt with by the Headteacher and the Local Governing Body informed. All relevant school and Trust policies will be adhered to.

Further Sources of information:

Kidscape www.kidscape.org.uk

Childline www.childline.org.uk 0800 1111

CEOP Cyber Bullying. www.thinkuknow.co.uk

NSPCC 0808 800 5000