



# Anti-bullying Policy – Primary Phase

“Belong, Respect, Inspire, Succeed, Enjoy”

This Policy was created by		Ben Evans
Reviewed		January 2026
Approved by	HLC Governing Body	Date: 5 February 2026
Previously Reviewed	November 2021, November 2023, December 2024	
Next review due by:	February 2027	

## **Our Vision for our students at HADLEY LEARNING COMMUNITY**

Hadley Learning Community is determined to deliver an outstanding, innovative education where every child is respected as an individual. Through a 'can do' culture of success we set the highest expectations for all our students with drive and determination for each individual to be the very best they can be.

We are a truly inclusive school that passionately cares about every child so that they are safe, happy, confident, inspired to learn and achieve academically.

Hadley Learning Community values the wealth of skills and experiences in our local community and is committed to building strong partnerships to help support, sustain and develop that community.

We prepare students to make the right choices in life by ensuring they are equipped with resilience, independence and ambition to guide them towards a rewarding and successful future within their local community, modern Britain and the wider world.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

### **AIMS AND OBJECTIVES**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Through raising awareness about bullying behaviour, we aim to prevent bullying. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying (or child on child abuse) incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

#### **Keeping Children safe in Education 2025 (Child on Child Abuse)**

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and that such abuse can occur both inside and outside of school or college, as well as online. This includes physical harm, emotional abuse, sexual harassment,

sexual violence, and online behaviours such as bullying, coercion, and the sharing of inappropriate or harmful content.

All staff must be familiar with the school's policies and procedures relating to child-on-child abuse and understand the vital role they play in preventing, identifying, and responding to concerns. KCSIE 2025 continues to emphasise that safeguarding is everyone's responsibility, and that safeguarding practice must remain proactive and vigilant.

Staff should understand that the absence of reports does not mean that child-on-child abuse is not occurring; rather, it may be unreported. Therefore, any member of staff who has concerns regarding child-on-child abuse must speak with the Designated Safeguarding Lead (DSL) or a deputy without delay.

It is essential that all staff recognise the importance of challenging inappropriate or abusive behaviours between children. Minimising or dismissing behaviours—such as referring to sexual harassment as “just banter,” “just having a laugh,” “part of growing up,” or “boys being boys”—creates a culture where unacceptable behaviours may be normalised. KCSIE 2025 reinforces that schools must maintain environments where harmful attitudes are consistently challenged, and children feel safe to speak up.

Staff should also remain aware that online risks continue to evolve; KCSIE 2025 highlights harms such as misinformation, disinformation, conspiracy theories, online harassment, and harmful peer interactions. This reinforces the need for staff to stay alert to digital behaviour, to respond robustly to concerns, and to report them appropriately.

### **Our school curriculum**

Our school values start with the words ‘Belong’ and ‘Respect’ - both of which are intrinsic to the ethos here at Hadley Learning Community. Every child belongs here and we respect each other and our differences.

Antibullying is interwoven throughout our bespoke curriculum. It is covered explicitly through Anti-bullying week which educates pupils not only on the different forms bullying can take, but also where to seek advice and support should they need it. In a broader sense, Anti-bullying is also addressed through our yearly visit from the NSPCC as well as through discussions around peer pressure through STAR in Year 6. Daily assemblies follow a current theme from Picture news. These assemblies are also used as a teaching opportunity to talk about anti-bullying.

Our PSHE curriculum from EC Publishing teaches children about anti-bullying through clear, age-appropriate lessons that build empathy, confidence, and respect. The curriculum helps pupils understand what bullying looks like, why it happens, and how it affects others, while also giving them practical strategies to respond safely and seek support. Through discussion, role-play, and scenario-based activities, children learn how to be upstanders rather than bystanders and how to contribute to a positive, inclusive school culture. This consistent, progressive approach ensures that every child develops the knowledge and skills needed to recognise, prevent, and challenge bullying in all its forms.

Through the E safety part of our Computing curriculum, bullying online is explicitly addressed and the pupils are given opportunities to identify bullying online as well as the opportunity to ask questions. All pupils and parents are given clear guidance on where to seek support for bullying, and we have open lines of communication between school and parents which means any worries or concerns are addressed promptly. Throughout school, we have invested in books which challenge bullying and prompt discussion; teachers often use them as part of their stimulus for Writing or Reading lessons.

### **Definitions of Bullying**

‘Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally’

‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace’

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will actively seek to raise awareness of and prevent all forms of bullying by:

- educating all governors, its senior leadership team, staff, children, and parents about this issue;
- educating children about the nature and prevalence of bullying, positive, responsible and safe use of social media, and the unequivocal facts about consent, via the curriculum;
- engaging parents on these issues;
- supporting the on-going welfare of the student body by drawing on multiple resources that prioritise pupil mental health, and by providing in-school counselling and therapy to address underlying mental health needs;
- working with governors, senior leadership team, and all staff, children and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community;
- creating conditions in which our children can aspire to, and realise, safe and healthy relationships fostering a whole-school culture;
- responding to cases of bullying promptly and appropriately;
- ensure that all bullying issues are fed back to the SLT so that they can spot and address any concerning trends and identify children who may be in need of additional support.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

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. If the victim might be in danger then intervention is urgently required

#### 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 in to trouble.

#### Banter

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. 'The playful and friendly exchange of teasing remarks'.

#### 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

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### What does bullying look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

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'.

### Why are children and young people bullied?

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Bullying Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation
- These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, we proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record

these types of bullying, even that which represents a one-off incident, and deal with them appropriately, in line with our behaviour policy. Racist incidents are reported to the local authority for monitoring purposes.

Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

### Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because

- their race/ethnicity/nationality;
- they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or
- they have a parent/carer or sibling who is
- 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 different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms 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.

**Bullying is not confined to the school premises. It also persists outside school, in the local community, on the journey to and from school and online. HLC Primary acknowledges the responsibility to support families if bullying occurs off the premises.**

### Cyberbullying

The ever-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 forms of bullying. We have a computing lead who supports children and their families. Regular E-safety sessions are run throughout the year.

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

### Response to Bullying

All staff must be careful in the language that we use as it can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' we say person/child who is being bullied, and instead of 'bully' we say person/child who is using bullying behaviours/doing the bullying.

In this way we are labelling behaviours and roles, not children.

All staff will

- remain calm
- take the incident or report seriously
- reassure the children involved
- find out as much information as possible relating to the incident
- take action as quickly as possible
- inform the parents
- offer help and advice to the victim/s and perpetrator
- follow the school's Behaviour Policy
- explain clearly the punishment and why.
- Record the incident on BROMCOM
- Monitor the children involved
- Use the Reflection session to reflect on the behaviours and impact on others.

### **The role of Governors**

The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

### **The role of the Head teacher**

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff and volunteers are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

#### **The role of staff:**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. The staff will take action in relation to bullying that may include:

- Adaptation of curriculum/teaching style to promote non-confrontational situations.
- Building positive interpersonal relationships which model non-aggressive interaction.
- Taking action against acute incidents ranging from verbal reprimand to exclusion.
- Recording incidents on Bromcom as soon as possible. If a pattern becomes established then further action will be taken.
- Informing a member of the SLT of any serious incident as soon as possible and making the individual's class teacher aware of the situation
- Making all pupils aware of the school's position on bullying and on bystanders to any incidents.

#### **The role of parents:**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of the Senior Leadership Team. Parents have a responsibility to support the school's behaviour policy, actively encouraging their child to be a positive member of the school.

#### **The role of pupils:**

Pupils are encouraged to tell anybody they trust if they are being hurt, and if the behaviours continue, they must keep on letting people know.

<p><b>We do ask parents to support our systems so that we work in partnership to ensure the very best for our children.</b></p>
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Childline, telephone helpline number will be displayed.

Childline – 0800 1111 (open 24hrs)

Leaflets: these can be displayed around the school and/or sent home.

Links with other policies:

Behaviour Policy

Codes of conduct

Child protection and Safeguarding Policy

Online safety policy

Equalities policy

Complaints' Policy