



Hillcross Primary School

Anti-Bullying Policy

Mission, Vision and Culture

Think, Nurture, Thrive and Be Proud!

Our bespoke, ambitious and child-led curriculum combined with our outstanding practice creates opportunities for all children to achieve success and meet their full potential, both personally and academically. As a nationally recognised Thinking School and a Rights Respecting Gold School, we nurture an empathetic community of creative, respectful, curious and independent thinkers and provide opportunities for our children to develop their unique talents and skills. We pride ourselves in our dedication to fostering positive wellbeing, celebrating diversity and promoting a culture of environmental awareness and responsibility.

Through our school culture of Collaboration, Consistency, Challenge and Celebration, and by promoting the values of Aspiration, Courage, Honesty, Respect and Responsibility, we empower a resilient school community of compassionate, responsible global citizens, committed to making the world a better place.

Statement of Intent

At Hillcross Primary School we are committed to providing an environment where every person has the right to be themselves, feel included and be able to learn in a safe and happy environment in which they can thrive. Everyone at our school is considered equal and treats each other with respect and kindness. We embrace and teach British Values and children's rights (UNCRC) as these are very important to our development and the manner in which we react to and treat others. Article 2 (non-discrimination) states, **'The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.'**

The well-being of all pupils and staff is a key priority. **Therefore, bullying of any kind is unacceptable and will not be tolerated in our school.** We take all incidents of bullying seriously, because bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, our school will create a safe environment, where pupils are able to learn and fulfil their potential. Everybody has the right to be treated with respect, so pupils who choose to bully others, will be given appropriate consequences (in line with our **Behaviour Policy**) and supported to ensure that they make better behaviour choices.

At Hillcross Primary School, we acknowledge that, although rare, bullying behaviour does (and could) happen from time to time – indeed, it would be unrealistic to claim that it does not. If bullying does occur, incidents are dealt with promptly and effectively in accordance with this policy. Senior leaders will be involved in supporting the children (including the perpetrator and victim), staff and the families involved in reaching the best possible outcome. This will include a full investigation into what has happened and will include information from all parties involved, including bystanders or witnesses to the events. All children's voices must be heard to ensure all parties feel listened to, and understand how it was resolved and why the given decisions were made.

To be fair to all parties involved, the school will consider allegations of bullying as 'alleged' or 'perceived' incidents of bullying until a full investigation has been completed and an outcome substantiated.



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Whatever the outcome, all parties will be supported to find ways to resolve and restore issues to ensure that everyone has a positive experience ongoing. Appropriate consequences will be given in line with the Behaviour Policy and the situation will be closely monitored to ensure that the impact of any agreed intervention is having the desired effect. If needed, further interventions will be considered until the situation is resolved.

In line with '[Keeping children safe in education 2025](#)', bullying behaviour is considered a safeguarding concern as such behaviour often includes physical and emotional abuse, even if this is not intentional. As such, incidents of bullying may result in action being taken in line with our Safeguarding and Children Protection Policy.

Aims and Objectives

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

The aim of this policy is to try to prevent any behaviour deemed as bullying from occurring and to provide a framework within which to effectively manage incidents of bullying that do occur, no matter how rare. It is also to ensure that there is consistency in approach and that children view the process as fair.

Bullying thrives in cultures where name-calling, unwanted touch, rumour mongering and disrespect go unchallenged and can be fuelled by prejudice (*an unfavourable opinion or feeling formed beforehand or without knowledge, thought, or reason*). At Hillcross, we work diligently to maintain a culture where prejudice and hatred is not tolerated. These prejudices could be deemed: homophobic, racist, targeted at faith, sexist or disablist. We want to enable our pupils to become empathetic, compassionate, responsible citizens and to prepare them for life. By following this policy, the school will continue to develop a positive, caring ethos where bullying is regarded as unacceptable so that we continue to be a safe and secure environment where everyone can work, play and express themselves openly, free from the fear of being bullied or treated unfairly.

A key way this is achieved at Hillcross, is through the promotion of our school values and our focus on equality, equity, dignity and fairness, to ensure that difference and diversity is celebrated across the whole school community. Whole school initiatives (e.g. yearly anti-bullying weeks, Show Racism the Red Card days, the teaching of Habits of Mind, staff training, collective workshops, Rights Respecting Schools, trailblazers topics etc.) and proactive teaching strategies (included in the carefully planned Personal, Health & Social Education progression document, our Nurturing Positive Attachments Approach, Philosophy for Children etc.) will be used throughout the school to reduce the opportunities for bullying to occur.

This approach is most effective when families and the school work together and where positive attitudes and behaviours are modelled at home and at school.

This policy also links closely to our promotion of the shared British values identified by the government as:

- Democracy
- The rule of law
- Individual liberty
- **Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.**

The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2001, The Government Green Paper 'Every Child Matters' 2003 (outcome 2), Preventing and tackling bullying guidance 2017 and The Children Act 2004.



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All members of the school community (governors, staff, pupils and parents/guardians) have a responsibility to recognise bullying when it occurs, and to take appropriate action swiftly. This will require open communication by all. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

1. What Is Bullying?

At Hillcross our definition of bullying is: ***Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. There are four key elements to this definition: hurtful, repetitive, power imbalance and intentional.***

'Baiting' is also a form of bullying. It is when you intentionally make a person angry by saying or doing things to annoy them, causing the person to react negatively, so that they get into trouble.

Bullying can take many forms, and there are six categories of bullying:

1. **Verbal Bullying** – This includes teasing, sarcasm, spreading rumours, threats, name-calling, making fun of someone, using words or people's names to represent something negative or untoward, inappropriate sexual comments, including taunting, roasting and baiting.
2. **Social/Relational Bullying** – this type of bullying happens when someone is trying to deliberately hurt another's reputation. This includes spreading rumours, repeatedly excluding someone, and telling other children not to be friends with someone.
3. **Physical Bullying** – This includes hitting, kicking, pinching, pushing, biting, spitting, tripping, stealing possessions, taking or hiding someone's things or any other forms of violence- this includes sexual assault.
4. **Cyber-Bullying** – Cyber bullies use the internet (social media, mostly) to target their victims. Rumours and insults can quickly spread through social media, and it's nearly impossible to eradicate them- this can include setting up 'hate websites', sending offensive text messages, e-mails and abusing the victims via their mobile phones, email or other forms of on-line communication
5. **Sexual and Sexist Bullying**- sexual comments, taunts, gestures and threats, inappropriate physical contact that makes the recipient feel uncomfortable or scared, and can include hugging and kissing. This can be both physical and non-physical and it can be carried out to a person's face, behind their back or through the use of technology online. This form of bullying includes homophobic bullying - because of/or focussing on the issue of sexuality, as well as gender related issues based on **sexual orientation** and / or **gender identity**. Sexual bullying is also feeling pressured to act promiscuously and to act in a way that makes others uncomfortable. It is as serious as any form of hate crime and should be treated as such by parents, teachers and society in general.
6. **Prejudicial Bullying**:(also known as **identity-based bullying** or **bias bullying**) refers to any form of bullying related to the characteristics considered unique to a child's identity, such as their race, religion, sexual orientation or physical appearance. This also relates to a belief that a particular race is superior or inferior to another and can include: racial taunts, graffiti, gestures, making fun of culture, ethnicity, religion etc. Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs is part of this category.

At Hillcross, we think it is vital to address inappropriate sexualised comments or behaviours and take a strong, but measured approach (according to the age and stage of our children), against all forms of sexism, sexist stereotypes and homophobia. Whilst girls are significantly more at risk, a significant number of boys are also targets of sexual and sexist bullying too. Bullying and sexual and sexist behaviours also overlap, and it is possible that behaviours can be sexual bullying, sexist bullying and sexual harassment. For example, sexual bullying taking place may also be a sign that there is a heightened risk of harmful sexual behaviour, sexual exploitation and/or sexual violence, therefore another reason why it is very important to address.



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“Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Department for Education, Keeping Children Safe in Education (2022)

Bullying is/can be:

- Any **deliberate**, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people
- It is **repeated** over a period of time **to the same person/people and by the same person/people** and it is very difficult for the victims to defend themselves
- Bullying is mean and results in worry, fear, pain and distress to the victim/s
- Behaviour is targeted and selective, and can be **direct** (physical or verbal) or **indirect** (e.g. being ignored or online). Physical and verbal bullying may include racist, homophobic, religious, stereotypical or sexual actions or comments
- ‘Baiting’, whereby a person intentionally antagonises another person repeatedly by saying or doing things to annoy them. It is done to cause the person to react negatively, so that they get into trouble.
- **Remember STOP can be used to define bullying – Several (not 7!) Times On Purpose**

Bullying can be:

- **Direct** – when the bullying is done directly to the person/ people
- **Indirect** – bullying that happens behind someone’s back (spreading rumours, whispering, making signs, stealing or damaging things or online where it could be made available to other individuals, groups or to greater public domain)
- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation

Why do children bully other children?

There are many reasons why children might bully other children but it’s important to remember that **they are not inherently bad**. Children who bully, often just want to fit in, improve their social standing, or have low self esteem (and want to feel better about themselves), need attention or are simply figuring out how to deal with complicated emotions they are experiencing (like parents divorcing, death of a relative, abuse or humiliation of some sort in their life). In some cases, children who bully are themselves victims of bullying or witnesses to violence at home (or in their community), highlighting the need further to fully investigate the situation and find the root of their actions. Please remember we are dealing with young children and we need to treat them the way we would like others to treat our children. Often children who treat others unkindly, have a lack of remorse or fail to recognise their behaviour as a problem. They don’t always fully understand the impact of their actions on others, which is why we need to support and intervene.

This behaviour may be the only way they know how to deal with a difficult situation in their life, however this does not mean that bullying behaviour is ever OK. Sometimes, a bully will pick on someone because they are jealous or because they think that they will be seen as bigger and tougher' and it boosts their sad ego. For the bully, behaving in this manner is seen as a way to win friends, but this is a myth. All forms of bullying and anti-social behaviour is unacceptable.

Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else. We record these forms of prejudice-based bullying by their type and report on them to the school governors on a termly basis (as we no longer need to report these to



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the local authority). This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society.

We also recognise that there are other groups of children and young people who may be vulnerable to bullying (including children in care, young carers or those with mental health issues). We recognise therefore that we have to focus on the UNCRC Article 2 (Non-Discrimination) and British Values to prevent bullying of these groups of pupils.

No form of bullying will be tolerated and all incidents will be taken seriously and fully investigated.

Bullying is NOT:

- **Choosing not to play with someone or not inviting them to their party** – However, repeated and deliberate exclusion can be considered bullying (see Social Bullying above).
- **Accidental physical harm** – A child might unintentionally bump into, hit or trip another child. It is not bullying if it is not deliberate and happens repeatedly or if it rarely happens.
- **Disliking someone** – Some children do not get along. Verbally or non-verbally communicating this or starting rumours is unacceptable, but a clash of personality is not bullying unless the behaviours of the children involved fit the criteria above.
- **Wanting to be in control** – Some children like to take on the role of leader. Whilst having someone else direct your play can be frustrating; it is not bullying unless the actions of the person meets the criteria above.
- **Emotionally driven words or actions** - Children sometimes hurt one another (and this is not acceptable), but if this is not repetitive AND intentional, it is not bullying. These inappropriate behaviours will be dealt with according to our Behaviour Policy and children will usually engage in restorative discussions to ensure relations can be restored if possible.
- **Saying something without thinking it through or repeating the words they hear spoken at home** -Is not considered bullying unless the child has been previously made aware that their comments are perceived as inappropriate, harmful or offensive by others and they say them several times and are targeted at a specific individual or group.
- **Arguing and disagreeing** – We all argue from time to time, and arguments will inevitably happen at school. We cannot all agree with each other all of the time.

While the above behaviours are not ideal, they are not bullying. Conflict and drama are not always bullying, and there is a distinct difference. Bullying is **deliberate** and **repetitive**. It is also important to remember that children are learning to navigate the world and how to 'be'. This is when they will learn what is acceptable and unacceptable as they need to learn the social norms of society.

What is cyber-bullying?

- Due to the rapid development of, and the widespread access to technology, 'virtual' bullying is now more of a concern. This type of bullying can occur in or outside school and can happen at all times of the day. The reason this type of bullying can be even more worrying is because it has a potentially wider and larger audience, and can be forwarded at the click of a button.
- Staff can, if authorised by the head teacher, examine files or data (related to bullying) on electronic devices such as mobile phones and delete these if appropriate in accordance with the amended Education Act 2011.
- Where an electronic device has been confiscated (due to reasonable grounds of suspecting it contains evidence in relation to an offence), it must be handed on to police as soon as reasonably practicable. Please see the [Confiscation Policy](#).

Bullying of children with Special Educational Needs or Disabilities



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Hillcross Primary School is an inclusive school. We provide a safe, accepting and stimulating environment where everyone is valued for who they are. At Hillcross, we have some children who have special educational needs or disabilities and like all children, they should be protected and kept safe. We are aware that these children can be especially vulnerable to bullying, and we are therefore particularly vigilant at all times.

High attaining learners, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

At Hillcross we learn about, and celebrate differences and ensure that everyone supports children with barriers to their learning. We do this by ensuring everyone understands the needs of others, and the adaptive strategies put in place, so that they can participate in assisting and speaking up for others. By being inclusive, and having open and honest communication with our children, helps them to be more accepting and also report unwanted behaviours towards children who might be viewed as 'different' by other children who have less of an understanding about peers with disabilities and therefore might require reasonable adjustments.

We do this by carefully planning sessions (in class and collective worship sessions), which teach the children about the needs of their peers within the class and/or school (with the child and parent's consent), so that there is a clear understanding of how a child's needs might result in them being educated or supported in a different way. This helps to eradicate any feelings of injustice, inequality, inequity or unfairness. We also plan for team-based and paired learning activities and rotate children's groupings to provide opportunities for all children to work together and learn from one another. As a thinking school and one which develops positive habits of mind, we focus heavily on social-emotional learning activities and reward positive, helpful, inclusive behaviour. Our school value of compassion also means children are taught the importance of being motivated to ease others' suffering and offer support when needed.

2. Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground, on the way to and from school and at home (with increasing numbers of children having access to mobile technology online bullying can reach children wherever they are).

Although schools are only legally responsible for bullying incidents which occur on the school premises, we at Hillcross recognise that many incidents can occur outside of the school day. With this in mind, we teach children strategies to help them manage situations whenever and wherever they occur. While nothing can guarantee that our children will not be bullied online, there are many things parents can do to lessen the likelihood that it will happen and to minimise its effects if it does occur.

Ways to reduce the likelihood of bullying:

- keep up to date with online safety advice and guidance (please also refer to our [online safety policy](#), read the regular updates provided (such as a Wake Up Wednesday online safety tips) and do come along to our online safety workshops
- maintain open and honest communication with the school and promptly report any issue directly to the school
- teach about internet safety and cyber-bullying
- build your child's self-confidence
- establish enforceable rules
- keep devices in a central easily monitored location (discourage children from being on devices in bedrooms with closed doors etc)
- know children's passwords and do regular checks to check what children are viewing and who they are in contact with
- adhere to online safety regulations with regards to social media platforms such as WhatsApp, Snapchat, Facebook, TikTok, Instagram etc (13+) to further safeguard your children.



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How can I help my child if they are being bullied?

First and foremost, please do not panic if your child reports that they are being bullied. Even though you will find it very distressing, please try not to show heightened emotions to your child as they often emulate what we display. As a parent, we should stay calm and listen to what they are saying and reassure them that reporting can, and will, make a difference. It would be helpful to make notes about what they have said so this can be shared with school staff.

It is important to remember there is more than one side to a story. It is only fair that the other child/ren have the opportunity to share their views and have the opportunity to be heard.

[Click here](#) to access the Anti-Bullying Alliance website page which provides guidance on how to best support your child.

Parents whose children are the perpetrators of bullying should:

- **Communicate openly**

Understanding why your child is acting out will help you know how to help them. Are they feeling insecure at school? Are they fighting with a friend or sibling? If they are having trouble explaining their behaviour, you may choose to consult with a counsellor, social worker, or mental health professional who is trained to work with children. Speak to us at school as we too can access emotional support for them.

- **Work through healthy ways of coping**

Ask your child to explain a scenario that frustrated them, and offer constructive ways of reacting. Use this exercise to brainstorm possible future scenarios and non-harmful responses. Encourage your child to “put yourself in their shoes” by imagining the experience of the person being bullied. If the bullying is taking place online, remind your child that comments made online still hurt in the real world.

- **Examine yourself**

Children who bully are often modelling what they see at home. Are they exposed to physically or emotionally harmful behaviour from you or another caregiver? Look inward and think honestly about how you are presenting to your child. *Although this is not always the reason why children bully, it is worth considering.*

- **Give consequences and opportunities to make amends**

If you find out your child has been bullying, it is important to offer appropriate, non-violent consequences. This could be limiting their activities, especially those that encourage bullying (social gatherings, screen/social media time). Encourage your child to apologise to their peers and find ways for them to be more inclusive in the future.

3. **Signs and Symptoms**

A child may indicate, by different signs or behaviours, that he, she or they are being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- doesn't want to go into the school
- becomes withdrawn, anxious or lacking in confidence (where this is not normally the case)
- becomes volatile, impulsive or overactive (where this is not normally the case)
- starts stammering/stuttering
- attempts or threatens self harm, suicide or runs away



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- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above.

It is important to remember that these signs and behaviours could indicate other problems too, but bullying should be considered a possibility and investigated as soon as possible. These are only guidelines as children can display signs of needing help in many different forms.

4. Procedures for reporting and responding to bullying incidents

At Hillcross, we are committed to dealing with all forms of bullying quickly and effectively. If a pupil is being bullied, they are encouraged not to retaliate, but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school – we cannot deal with situations we are not aware of. Communication is key to ensuring that we continue to be a school where there are very limited instances of bullying or perceived bullying. However, it is important to understand that accounts of what is happening are multifaceted, and we will need to hear everyone's interpretation of it, so we can fully investigate what is going on and ensure everyone's voice is heard. This links with our values and ethos of being fair and equitable.

It is also important to know that we do not tolerate the word 'snitch' being used at Hillcross. It has a negative connotation and implies someone is 'tattling'. Reporting is imperative if we are to ensure Hillcross is a bully free zone. It is also key in creating a safe environment for everyone!

Children (or their trusted person) should report all bullying allegations and incidents to a member of staff as soon as possible. (Please refer to the [Anti-Bullying Child Version](#)). They are also encouraged to keep a **factual** (white hat) log of events, so this can be shared with staff, as this will be very useful when adults are investigating the accusations. This will also help children/parents to be able to refer to specific dates, times and events. The more we know, the better we can deal with the situation. An example of a log is attached in **Appendix 1** but children could use a diary, or another strategy of their choosing if they prefer this.

All staff will respond calmly and consistently to all allegations and incidents of bullying at Hillcross Primary School. They will be taken seriously by all staff and dealt with impartially and promptly.

Upon hearing an allegation of bullying, staff will:

1. **Make sure the victim(s) is and feels safe. Appropriate advice will be given to help the victim(s).**
2. **Record the initial allegation on a [Behaviour Monitoring Form \(November 2024\)](#) and inform a member of SLT.**
3. **A member of SLT will fully investigate the incident. All parties involved will be given the opportunity to provide their point of view and explain what has happened. This will enable staff to gather a true reflection of an incident. Every party should be (and feel) listened to (including the perpetrator). It is**



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important that investigations are not influenced by children's previous behaviours and that those involved do not have preconceived ideas or make judgements without carefully investigating each situation. Pupil Voice should show that all children feel listened to by all adults and that investigations are fair and objective.

4. Parents will be kept informed, and will be involved in the process, as appropriate.
5. All conversations that take place as part of an investigation will be recorded on a [Hillcross Note.pdf](#) and kept with the original Behaviour Form where the alleged bullying was first raised. A folder will be created so that all information relevant to the incident can be easily referred to, during the investigation and in the future.
6. Once the investigation is complete, the Headteacher or Assistant Headteacher will review all evidence with the Senior Leader involved to reach a conclusion.

The outcome may be one of the following:

- i. There is insufficient evidence to reach a conclusion so the allegation cannot be upheld;
- ii. The allegation is not substantiated by the evidence;
- iii. The allegation is substantiated in part or in full (a meeting to discuss solutions and subsequent actions will be arranged, but personal details relating to other children involved will not be shared).

The school will adopt a problem-solving approach to the issues identified. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying. This will involve individually meeting with each family involved, so that everyone shares the responsibility for supporting the children to resolve the problem. Meetings will include the victim/s of bullying, the child/ren engaged in bullying behaviour and those children who have observed, assisted, reinforced or been a bystander in the situation/s.

Although bullying rarely happens at Hillcross, we always work from the premise that 'it could happen here and it probably is'. It is important for everyone involved to keep in mind that we are dealing with young children, and children who engage in bullying usually do so because of negative experiences they themselves have had. There are many reasons why people bully - they may themselves feel insecure, lack confidence or have low self-esteem; they may have difficulties at home; they may have been bullied themselves; they may feel their friendships and family relationships aren't very secure; they might be pressured by their friends/peers to behave in a certain way; they might want to be in the 'cool' group; they may think it is 'just a bit of fun' and they don't realise how much it hurts others; or it makes them feel powerful or respected. Whatever the reason, children who bully also require support to address the challenges that they may be experiencing so that they can change their behaviour.

It can be challenging to do, but we encourage children, parents and staff to try to walk in the alleged perpetrator's shoes and understand their feelings too. Even though it might be challenging, it is important to show empathy and compassion to all parties involved and remember that we are dealing with children who are learning how to behave appropriately and navigate the world around them. We need to model how to positively deal with challenges and as well as how to behave appropriately.

Staff will support children who have been engaged in bullying behaviour to help them understand and change their behaviour and appropriate sanctions will be applied in line with the school's behaviour policy. If necessary, an 'Individual Behaviour Plan' will be initiated and this will involve specific rewards and sanctions, as governed by the plan. This will probably mean that the perpetrator will be on SLT check-in to support the child in making better behaviour choices and help them to understand the impact their behaviours have on others. Where necessary the school will also involve the support of external agencies such as The Virtual Behaviour Service, CAMHS or an Educational Psychologist. Safeguarding is of utmost importance at Hillcross and where there are concerns raised in relation to behaviour issues, action will be taken by the designated safeguarding leads in accordance with the



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Safeguarding and Child Protection Policy. If necessary and appropriate, other agencies such as the Vulnerable Children's Team or police will be consulted.

In order for bullying situations to be resolved, it can be beneficial for all parties involved to meet together, but this can and will only happen with the child/ren's consent and if it is deemed necessary and helpful. This restorative approach is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. Restorative practice is a proactive way of working WITH people, not doing things TO them, not doing things FOR them and NOT being neglectful and doing nothing at all (Wachtel and McCold, 2001, p.117). They seek to increase the opportunities for dialogue at every level.

The bullying incident will be recorded on Bromcom and evidence will be kept in an incident folder containing all relevant paperwork and will be kept in the Headteacher's office. Each case will be monitored to ensure repeated bullying does not take place.

5. Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Involving the whole school community in writing and reviewing this policy (and the behaviour policy) and organising regular equalities and anti-bullying training for all members of the school community. The Junior Leadership Team revises the Child Friendly Anti-Bullying Policy alongside the headteacher and/ or the Behaviour Lead.
- Maintaining and implementing a positive behaviour management policy/school ethos where the whole school community is encouraged to model appropriate behaviour towards one another. This includes an ethos of reporting as this is key to dealing with, and ultimately stopping, unwanted behaviours.
- Each class negotiates and writes their own class charter linked to whole school rules (these are displayed in each class) and include articles from The UN Convention on the Rights of the Child (UNCRC) .
- Displaying helpful advice and support numbers on an easily accessible board- prominently displaying anti-bullying posters and work completed during anti-bullying week and other learning sessions.
- Undertaking regular questionnaires, surveys and pupil voice to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy. Introduce improvements and initiatives based on the outcomes of these.
- Make Anti-Bullying Week a high-profile event each year and raise awareness through regular anti-bullying collective worship sessions and PSHE lessons. These are planned for within the PSHE Progression of Skills grid. Parents will be asked to complete a questionnaire relating to anti-bullying and comment on the anti-bullying policy annually via a Parent Forum.
- Online Safety is given a high priority by all members of the school community and every opportunity to raise awareness and provide strategies to manage bullying incidents are utilised. We have a dedicated website page. Parent workshops are run when incidents of bullying occur or appear to be on the increase.
- Links are made across all areas of the curriculum to raise the profile of bullying and strategies to support both victims and those who choose bullying behaviours.
- Using circle time, P4C, drama activities and role-play to help children be more assertive and teach them strategies to help them deal with bullying situations.
- A 'I wish my teacher knew' box is in every classroom where children can write and post their concerns and ideas.
- Stereo-types are challenged by staff and pupils across the school. The school focuses on equality, equity and fairness.
- Staff and SLT members on duty at play and lunch times will be alerted to specific children who might have been bullied, feel vulnerable or find these sessions exceptionally challenging.



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- Working with parents and carers, and in partnership with community organisations, to tackle bullying, where appropriate.
- Emotional check-ins are actioned by class teachers daily to identify issues arising or individuals who might be experiencing challenges and to support them in dealing with any adversities they might encounter.
- Emotional Intelligence and the vocabulary associated with a range of positive and negative feelings is being taught explicitly across the school (to ensure a common language). Each class also has an Emotional Intelligence display board in class, to help children identify different feelings and how to manage them appropriately.
- The '17 Habits of Mind' (for example, Listening with Understanding and Empathy, Resilience, Managing Impulsivity and Thinking Interdependently) are nurtured and promoted at Hillcross Primary. These help to teach children how to behave when they are confronted with problems, where the resolutions of which are not immediately apparent, and also to be more thoughtful, responsive, and innovative.
- Being a Silver Rights Respecting School (who are awaiting to be assessed and accredited as a Gold Rights Respecting School on 17th March 2025) makes children aware of their rights and it supports their wellbeing, participation, relationships and self-esteem. It links closely to Article 19 which is Protection from Violence.

6. **Monitoring and evaluation of the policy**

To ensure this policy is effective, it will be annually monitored and evaluated. It will also be amended in light of any incidents that occur across the year where additions or improvements are identified. The Assistant Headteacher with responsibility for PSHE monitors behaviour logs on a half termly basis and analyses the data in order to assess the impact of our preventative measures, and to identify patterns or trends so that these can be addressed swiftly and effectively.

7. **Training:**

At Hillcross we will ensure that all school staff, both teaching and non-teaching (including midday play leaders, the site team and admin team) receive updates and training (where appropriate) on all aspects of the Behaviour and Anti-bullying policy.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with the most recent version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.



Hillcross Primary School

Privacy Policy

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under the GDPR and Data Protection act 2018. Our practice is documented in our Data Protection Policy.

Written and Approved: November 2015,

Reviewed: November 2016, November 2017, December 2018, December 2019, Jan 2020, Jan 2021, Nov 2021, Jan 22, Nov 22, Nov 23, [Nov 2025](#)

Date of next review: [November 2026](#)



Hillcross Primary School

Appendix One

Bullying Diary

Completed by:

Date	What happened	Details: Who? Where? When? Etc.	Action taken/ Evidence
e.g. 23.11.2020	Mary kept coming up to me today, saying I was an idiot and didn't deserve to have friends.	Mary, break time, adventure trail (witnessed by John M)	Reported to Tanja Doig
<u>Possible witnesses:</u> Jane and Steph			
<u>Possible witnesses:</u>			
<u>Possible witnesses:</u>			
<u>Possible witnesses:</u>			
<u>Possible witnesses:</u>			



Hillcross Primary School

Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of Organisation	Telephone Number	Website
Kidscape	020 7730 3300 (general no) 08451 205 204 (Helpline for adults)	www.kidscape.org.uk
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Parentline Plus	0808 800 2222	www.familylives.org.uk/search?q=bullying
Anti-bullying Alliance	0207 843 1901	https://anti-bullyingalliance.org.uk/
NSPCC	0808 800 5000	www.nspcc.org.uk
BBC	Not available	www.bbc.co.uk/bullying
Department for Education and Skills	Not available	www.gov.uk/bullying-at-school
Beat Bullying	0208 771 3377	www.beatbullying.org
Bullying Online	020 7378 1446	www.familylives.org.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
The Children's Legal Centre	01206 872 466	www.childrenslegalcentre.com