



Hillcross Primary School

Anti-Bullying Policy

Mission, Vision and Culture

At Hillcross we enable our children to think differently, aim high and achieve.

Through our school culture of high aspiration, embracing challenge, collaboration, shared responsibility and respect for each other, we aim for Hillcross to be the number one school of choice for the local community. Our outstanding practice in all we do alongside our dynamic and ambitious curriculum provides all our children with rich opportunities and experiences for high quality learning and wider personal development.

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. Everyone at our school is equal and treats each other with respect and kindness. We embrace and teach British Values and children's rights (UN convention) 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 is destructive and can cause physical and emotional harm to those involved. No-one deserves to be a victim of bullying. 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).

At Hillcross Primary School, we acknowledge that bullying does happen from time to time – indeed, it would unrealistic to claim that it does not. If bullying does occur, incidents will be dealt with promptly and effectively in accordance with this policy. Senior leaders will be involved in supporting the child, staff and the families involved in reaching the best possible outcome. This will include a full investigation into what has happened and will include all parties involved, [including bystanders or witnesses to the events](#). Parents of the child being bullied, the [bystanders to the bullying](#) and the child executing the bullying will be informed and both parties will be supported to find ways to resolve and restore what has happened to ensure that there is a positive outcome. Appropriate consequences will be given and the situation will be closely monitored to ensure that the impact of intervention is having the positive effect that it should have. If needed, further meetings will be scheduled with parents if the situation does not resolve quickly enough.

Aims and Objectives

The aim of this policy is to try to prevent and deal with any behaviour deemed as bullying. It will also promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. [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 hard to create a culture where



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prejudice and hatred is not accepted. [These prejudices could include be homophobic, racist, targeted at faith, sexist and disablist.](#) We want to enable our pupils to become empathetic, responsible citizens and to prepare them for life-whatever the future may hold. By following this policy, the school will continue to develop a positive, caring ethos where bullying is regarded as unacceptable so that a safe and secure environment is created where everyone can work, play and express themselves, free from the fear of being bullied.

Whole school initiatives (yearly anti- bullying weeks, Habits of Mind reward system, staff training, celebration assemblies etc.) and proactive teaching strategies (Personal, Health & Social Education lessons, circle time, Philosophy for Children etc.) will be used throughout the school to reduce the opportunities for bullying to occur.

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.

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:

- 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
- **Remember STOP** can be used to define bullying – **Several (not 7!) Times On Purpose**

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 bullying can be even more worrying is because it has a potentially bigger 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.

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation



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- **Verbal** - name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone, using words or people's names to represent something negative or untoward
- **Physical** - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- **Racist** (belief that a particular race is superior or inferior to another) - racial taunts, graffiti, gestures, making fun of culture, ethnicity, religion etc.
- **Sexual** - unwanted physical contact or sexually abusive or sexist comments. (This includes homophobic bullying - because of/or focussing on the issue of sexuality)
- **Online/cyber** - 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
- Any unfavourable or negative comments, gestures or actions made to someone relating to their **disability or special educational needs**

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)

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

Bullying of children with Special Educational Needs or Disabilities

- Hillcross Primary School is an inclusive school. We provide a secure, accepting, safe 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 those children with barriers to their learning 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.

We do this by carefully planning in 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 and inequality. 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.

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
- A one-off incident where a child/ group has hurt, upset or injured another child/ group

2. Where does bullying happen?



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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.](#)

Parents can:

- [Keep themselves up to date with online safety \(please also see our online safety policy and do come along to our online safety workshops\)](#)
- [maintain open and honest communication with the school](#)
- [teach about Internet safety and cyber-bullying](#)
- [build their child's self-confidence](#)
- [establish enforceable rules](#)
- [and keep the computer in a central easily monitored location](#)

3. Signs and Symptoms

A child may indicate, by different signs or behaviours, that he or she is 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
- attempts or threatens suicide or runs away
- 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, 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.



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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 in ensuring that we continue to be a school where there are very limited instances of bullying.

Children (or their trusted person) should:

1. Report all bullying allegations and incidents to staff. Take a friend with you or write it down if this makes it easier.
2. Staff will make sure the victim(s) is and feels safe. Appropriate advice will be given to help the victim(s).
3. Staff will fully investigate. They will listen and speak separately to **all** children involved, as well as any adults who may be able to provide additional information, about the incident/s. In order for staff to resolve issues, we do need to speak to all children involved so that all parties are fairly represented and have the opportunity to express their thoughts, feelings and point of view.
4. The problem will be identified and possible solutions suggested. Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour.
5. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying. Staff will reinforce to those children choosing bully behaviours that this is unacceptable and support will be given to help them understand and change their behaviour. Appropriate sanctions will be applied in line with the schools behaviour policy. If and when bullying occurs, a senior leader will investigate and lead on outcomes and actions to be taken.
6. The incidents will be recorded by staff on the standard Behaviour Monitoring Form. All reports will be recorded on SIMS and evidence will be kept in behaviour monitoring folders which senior leaders monitor closely.
7. Parents will be informed and will be involved in the process as appropriate.
8. Each case will be monitored to ensure repeated bullying does not take place.
9. If necessary and appropriate, other agencies such as the Vulnerable Children's Team or police will be consulted.

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. Staff will ensure that accusations are fully investigated and all those involved will have the opportunity to be heard. This will provide a better understanding of the issue and provide a clear account of what has happened. Pupil voice is very important and highly valued. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

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.
- Maintaining and implementing a positive behaviour management policy/school ethos where the whole school community is encouraged to model appropriate behaviour towards one another.
- Each class agreeing on their own class charter linked to whole school rules (these are displayed in each class).
- 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.



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- Undertaking regular questionnaires and surveys 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.
- Making national anti-bullying week a high profile event each year and raising awareness through regular anti-bullying assemblies and PSHE lessons. Parents will be asked to complete a questionnaire relating to anti-bullying and comment on the anti-bullying policy yearly.
- On-line 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. Derek Crabtree (Schools ICT Support Manager) is asked to present parent workshops supporting parents with on-line safety yearly.
- Personal, Health & Social Education (PSHE) scheme of work from Nursery to Year 6 is used to support this policy.
- Links 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 **worry** box in every classroom where children can write and post their concerns and ideas.
- Stereo-types are challenged by staff and pupils across the school.
- Playground buddies, staff and SLT members on duty at play and lunch times will be alerted to specific children who might have been bullied or finding these sessions exceptionally challenging.
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate.

6. Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated. The [assistant head teacher regularly](#) monitors these behaviour logs and on a [monthly basis analyses the data, identifies key groups or individuals who may need additional support. This also enables senior leaders to](#) assess the impact of our preventative measures, identify patterns or trends and take action to address these swiftly and effectively. Where individuals are identified for behaving inappropriately, class teachers and phase leaders meet with the child and parent/s to discuss behaviours, triggers actions to follow to improve behaviour. [If a child's behaviour is a cause for concern, they will check-in with a senior leader daily before break, lunch and home time to identify what has gone well, what needs to improve and whether or not he/she has earned their full play or lunchtime.](#)

Questionnaires completed by the whole school community annually, together with surveys, focus groups, children's and parents'/guardians' comments and behaviour incident forms will be used to gauge the effectiveness of the policy.

Following an annual review any amendments will be made to the policy and everyone informed. A report will then be issued to governors and parents and the policy will be distributed to all parents. The PSHE lead will report to governors about developments and policy changes throughout the year.

7. Training:

At Hillcross we will ensure that all school staff, both teaching and non-teaching (including midday supervisors, site managers, and admin team) receive updates and training (where appropriate) on all aspects of the [behaviour and Anti-bullying](#) policy.



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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 Keeping Children Safe in Education 2019, 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.

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, [January 2020](#)

Date of next review: January 2021

Appendix One

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.parentlineplus.org.uk
Anti-bullying Alliance	0207 843 1901	www.anti-bullyingalliance.org
NSPCC	0808 800 5000	www.nspcc.org.uk



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BBC	Not available	www.bbc.co.uk/bullying
Department for Education and Skills	Not available	www.dfes.gov.uk/bullying
Beat Bullying	0208 771 3377	www.beatbullying.org
Advisory Centre for Education (ACE)	0808 800 5793	www.ace-ed.org.uk
Anti-bully	Not available	www.antibully.org.uk
Bullying Online	020 7378 1446	www.bullying.co.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
The Children's Legal Centre	01206 872 466	www.childrenslegalcentre.com
Anti-bullying Network	0131 651 6103	www.antibullying.net

Be clear on timescales for responding to incidents, who you will involve, and what the different outcomes might be. How will you record incidents to establish patterns and provide evidence of action?