



**RESPECT, HONESTY, COMPASSION,
TEAMWORK, KINDNESS, RESILIENCE**



Anti-Bullying Policy

Heage Primary School

DRAFT

Written by:	Lindsey Roberts
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Our Vision

At Heage Primary School, our vision is to create a nurturing and inclusive environment where every child is respected, valued, and empowered to reach their full potential. We are committed to fostering a community built on the core values of respect, kindness, honesty, compassion, teamwork, and resilience.

We believe that learning is best in a safe, calm environment that is free from disruption, where education is the primary focus.

Heage Primary School takes bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported. Bullying will not be tolerated and will be dealt with, with appropriate consequences. The school will seek ways to encounter the effects of any bullying that may occur within the school or in the local community.

Our school has high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

Objectives of this policy

All teaching and non-teaching staff, pupils, parents and governors:

- Should have an understanding of what bullying is;
- Should know what the school policy is on bullying and follow it consistently when bullying is reported
- Should assist in creating an ethos of respect and support for all;
- Should feel safe while at school because all members of the school community are responsible for combating bullying.

Many of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that the school is a safe place for children and adults to be.

What is bullying?

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE 'Preventing and Tackling Bullying.' 2017.

In other words, bullying at Heage Primary School is considered to be unacceptable behaviour which occurs 'several times, on purpose'. Children are made familiar with the STOP acronym to help them identify bullying behaviour.

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing

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offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Heage Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying is recognised by Heage Primary School as being a form of child on child abuse; children can abuse other children. Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place. Bullying can happen to anyone.

This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Bullying can take place in the classroom, playground, corridors, toilets, on the journey to school, on residential trips and in cyberspace. Staff must remain vigilant about bullying and approach it in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Some children may not be aware that they are being bullied. Staff

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should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may be likely to demonstrate bullying behaviour.

Signs and symptoms of bullying

Children may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

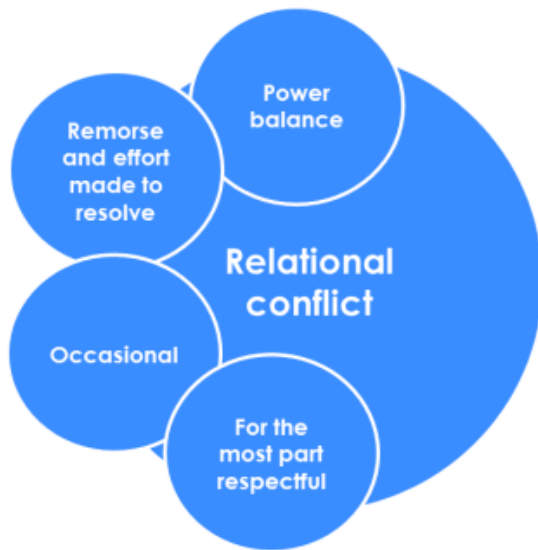
- Is frightened of walking to or from school;
- Doesn't want to go to school;
- Changes their usual routine;
- Begins to truant;
- Becomes withdrawn, anxious or lacking in confidence;
- Self-harms;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Has possessions which are damaged or "go missing";
- Asks for money or starts stealing money;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Is afraid of using digital technologies such as mobile phones, tablets, email;
- Avoids eye contact;
- Changes their attitude to people at home;
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and investigated.

The Anti-Bullying Alliance explores the difference between relational conflict and bullying.

It describes: Relational conflict usually involves individuals and groups who are relatively similar in power and status. It is generally behaviour that happens occasionally, and offence might be accidental. In cases of relational conflict, there is generally a willingness to make things right, to reflect on what went wrong and to plot a way forward.

Not all conflict leads to bullying, but some does. It is important to bear in mind that unresolved bad feelings, or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention is to cause harm or distress, and can create an imbalance of power which makes an individual or group more vulnerable.



Creating a climate of Anti-Bullying

We use a variety of methods to help children think about or recognise bullying and therefore ways to prevent bullying.

These include:

- Explicit teaching of expected behaviour;
- Class and school assemblies;
- Anti-bullying assemblies throughout the year;
- Personal, Social, Health Education lessons;
- Spiritual, Moral, Social, Cultural provision;
- Whole school assembly themes;
- Anti-bullying Week participation;
- Explicit teaching of British Values;
- Staff training;
- Well-being heroes;
- Creating role models within school, such as school captains and parliament representatives.
- Working alongside the NSPCC and local PCSOs to deliver workshops and assemblies.
- Developing the understanding that bullying will always be investigated.
- Collating parent and pupil voice in regard to bullying;
- Signposting parents/ carers to anti-bullying resources and support;
- Encouraging all members of the school community to use technology responsibly;

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- Supporting parents/ carers to understand how their child can engage with social media and technology safely;

Children are consulted through school questionnaires and School Council meetings. The ethos of Heage means that all staff will actively encourage children to follow our school values.

Staff will regularly discuss bullying, and this informs children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying.

Staff must be vigilant regarding groups of friends together and will reinforce positive expectations of behaviour as part of daily practice in school. Children need to be supported in understanding that they can have other friends as well as special friends and that they must be respectful of everyone else's feelings.

Building relationships is at the heart of our school ethos. As a school community, we will encourage our children to think about relationships and how we interact with others. We develop open and honest conversation with our pupils about bullying and embed a variety of channels for pupils to voice concerns and report bullying, through worry boxes and emotional check-ins.

Procedures for dealing with bullying

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL team will be informed of all bullying concerns. A log will be made on MyConcern (the school's safeguarding recording system). All staff have access to log concerns.
- A DSL or another appropriate member of leadership team will interview all parties involved. The investigating staff member will be an impartial member of staff.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.

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- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, Early Help or Children's Services if a child is felt to be at risk of significant harm.
- Under the Education Act 2011, electronic devices may be seized and files examined where there is reasonable ground to suspect it contains evidence in relation to an offence.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the Relational Behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, ELSA or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions. If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with our Relational Behaviour Policy

If a child feels that they are being bullied there are several procedures that they are encouraged to follow:

- Tell the bully to stop;

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- Tell a teacher or adult, who they feel they can trust and if it happens again, tell someone again;
- When they talk to an adult be clear about what has happened – when, what, where how often and who was involved;
- Tell a parent or adult at home who they feel they can trust;
- Make use of worry boxes and emotional check-ins, which are available in all classes.
- Walk away from potentially dangerous situations and do not retaliate.

Recording of bullying incidents

It is a legal requirement for schools to record all incidents of bullying. To meet this requirement, we keep a record of bullying incidents and report this to governors. All bullying concerns must be reported on the school's safeguarding system – MyConcern. Bullying concerns are shared with the governing body through the headteacher's full governors' reports.

Further Support can be found on the Derbyshire Schools Net Bullying behaviour (derbyshire.gov.uk)

This policy is to be read in conjunction with the Relational Behaviour policy, Safeguarding and Child Protection policies and Online Safety policy.

This policy is written in consultation with the following legislation and guidance:

- *DFE Preventing and Tackling Bullying Advice, 2017*
- *The Education and Inspections Act 2006*
- *The Education Act 2011*
- *The Equality Act 2010*
- *Keeping Children Safe in Education 2025*