



HORRABRIDGE PRIMARY and NURSERY SCHOOL

Policies and Procedures

TITLE: Anti-Bullying Policy

DOCUMENT MANAGEMENT

This document constitutes version 2 of the **Anti-Bullying Policy** which was originally adopted in **Sept 2019**. It was most recently reviewed in **Jul 2025** by the **Full Governing Board**.

The document is subject to review in **July 2029**.

The school conducted an Equality Impact Assessment on this policy in **July 2025**.

Rationale

We believe that all members of our school community should feel safe from bullying and choose not to bully.

Horrabridge Primary and Nursery School (HPNS) recognises that bullying can seriously damage a person's self-worth and impact on their learning and development, affecting their confidence and ability to cope. It can lead to serious and prolonged damage for an individual. Bullying can also be harmful to the perpetrator and the witnesses and have significant impact on all stakeholders within the community.

Definition

HPNS uses the Anti-bullying Alliance's definition of bullying:

"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".

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, or culture
- Bullying related to having learning difficulties or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

Bullying can take the form of:

- causing actual physical harm or any physical activity that makes a person feel threatened or intimidated
- verbal - any words designed to hurt or cause offence
- written, including graffiti and inappropriate text messaging
- interference with another person or their belongings
- incitement of others to engage in bullying or bullying behaviours
- psychological pressure such as social exclusion or spreading hurtful and untruthful rumours
- cyber bullying through sending offensive or degrading messages or images by phone or via the internet including through websites, Social Networking sites and Instant Messenger

Bullying is not an appropriate term to describe losing your temper, not getting your own way, retaliating, having cross words, making people be friends with you, not agreeing or falling out with your friends.

Bullying can take place:

- between pupils
- between pupils and staff
- between staff
- between staff and parents
- between parents
- by individuals or groups
- face to face or indirectly
- using a range of cyber bullying methods

Identification

A child may indicate by signs or behaviour that he or she is being bullied. Most signs would be detected by the parent. All adults should be aware of these possible signs and should investigate if a child:

- is unwilling to come to school (school phobic)
- is frightened of walking to or from school I begs to be driven to school I changes their usual routine
- begins truanting
- becomes withdrawn anxious or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- attempts or threatens suicide or runs away
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions go "missing"
- has dinner or other monies continually "lost" I asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home starving (lunch money has been stolen)

- becomes aggressive, disruptive, or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above

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

Prevention

At HPNS we seek to create a caring environment where respect is shown between all members of the school community in the following ways:

- Discuss, monitor, and review our anti-bullying policy on a regular basis.
- Raise awareness and provide appropriate training for all staff and governors to identify bullying and follow school policy and procedures on bullying.
- All adults should act as role models, actively demonstrating and encouraging positive relationships and behaviour.
- Staff must be ready to listen to children's concerns and prepared to label the act not the child.
- Engage pupils in developing anti - bullying practices and develop resilience such as having confidence in the 'It's okay to tell' message, use of 'Time to Talk' cards and peer mediators.
- Ensure pupils are confident that all bullying concerns will be dealt with sensitively and effectively, abide by the anti-bullying policy and are aware of the range of sanctions which may be applied against those engaging in bullying.
- Teachers use class and circle time to raise awareness of bullying and help pupils develop strategies to combat bullying-type behaviour through the planned PSHE curriculum and the use of the SEAL programme. The use of the Creative Arts, visitors and current events can also develop understanding of feelings and enhance social and emotional skills.
- Use of praise and reward systems which encourage helpfulness and politeness towards peers and adults.
- Involve pupils in anti-bullying campaigns such as the Annual Anti-bullying week and whole school assemblies.
- Ensure parents/ carers work with the school to uphold the anti-bullying policy and know whom to contact if they are worried about bullying

Responding to bullying

If bullying is suspected or reported, the incident must be dealt with immediately by the member of staff who has been approached.

The following steps should be taken when dealing with alleged incidents of bullying:

- Listen carefully to the child and ascertain the facts.
Further discussions and counselling of a victim may be required even where bullying behaviour is perceived rather than proven.

- Investigate the incident as soon as possible. Identify the bully/bullies. Obtain witnesses if possible.

Discussions with the alleged bully/bullies should focus on the facts. They should be encouraged to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at HPNS.

All discussions with the children should address the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult should remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying from recurring.

- Advise the class teacher/s of all the parties involved
- Record the incident. Where the incident constitutes bullying a formal record must be given to the head teacher
- Parents of victims and bullies should be informed so that they will be able to help and support their children
- An attempt should be made to help the bully (bullies) change their behaviour. In certain circumstances sanctions may be necessary as detailed in the Behaviour Policy
- The situation will continue to be monitored through phone calls home, observation at playtimes and lunchtimes and having discussions with the victim and bully to ensure no repetition.

Policy version	Date	Notes
Version 1	September 2019	Original adoption
Version 1	October 2020	Reviewed, no amendments
Version 2	April 2021	Adopted the Anti-bullying Alliance's definition of bullying

HORRABRIDGE PRIMARY AND NURSERY SCHOOL
REPORT OF BULLYING

Date:.....

Member of staff reporting:

Parent reporting:

Persons involved:

Witnesses:

What happened:

Action taken following incident(s):