



## **HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL**

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

# **ANTI- BULLYING POLICY**

## **September 2025**

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God’s creation through providing rich experiences, which enlighten, challenge, shape and enhance life’s opportunities for all.

Last Reviewed	May 2023
Next Review	September 2026
Ratified by	FGB
Ratified on	25.09.2025
Lead Person	Ruth Ardrey

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## Introduction

Hildenborough Church of England Primary School is committed to providing a supportive, caring and safe environment, in which all children are free from the fear of being bullied. As a school, we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. We believe that everyone is equal and we treat each other with love and compassion.

## Our school community

- Discusses, monitors and reviews our anti-bullying policy on a regular basis (annually).
- Supports and adheres to the Home/ School Agreement signed at the start of each year.
- Supports all staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by this anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn, work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

## What is bullying?

We recognise that many children will experience conflict in their relationships with other children and, as a school, we are committed to supporting the children to develop empathy and the skills to manage relationships in a peaceful way that does not harm others.

Bullying is when someone **repeatedly hurts, threatens, or picks on another person deliberately**. It can happen in person and online, and makes the person being bullied feel unsafe, scared and upset.



Bullying can look like:

1. Physical bullying: Hitting, pushing, or taking someone's things without permission.
2. Verbal bullying: Name-calling, teasing, or saying mean things to hurt someone's feelings.
3. Social bullying: Leaving someone out on purpose, spreading lies or rumours, or making others not talk to someone.
4. Cyberbullying: Saying mean comments or sending hurtful messages online or through text.

Examples of what bullying is not:

1. A one-time argument or fight – Everyone has disagreements sometimes, and that's okay. A single argument or a one-off conflict is not bullying.
2. A mistake or accident – If someone accidentally hurts someone else, like bumping into them or saying something by mistake, it is not bullying. Bullying happens on purpose, and over and over again.
3. A difference of opinion or playful teasing – Sometimes friends joke around with each other or

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disagree about things, but if no one is hurt and everyone is okay with it, it’s not bullying. Bullying is when someone hurts another person’s feelings on purpose and makes them feel bad for a long time.

4. Getting told off or a consequence for breaking the school rules – When a teacher or staff member gives you a consequence for breaking the school rules, it’s not bullying. Bullying is when someone is mean to you on purpose, repeatedly.
5. Making a mistake or saying something without thinking – Sometimes we all say things we don’t mean or do something without thinking. As long as we apologise and try to fix it, that’s not bullying.
6. Making fun in a kind way – A little friendly joke between friends, where no one is hurt and everyone laughs together, is not bullying. Bullying is when someone keeps being mean to another person on purpose.
7. One-time incidents or isolated events – A single instance of a hurtful comment, behaviour or an unfortunate misunderstanding is not classified as bullying. Bullying typically involves repeated and intentional actions over time.
8. Constructive criticism or feedback – Offering feedback with the intent to help or improve behaviour, skills, or performance is not bullying, as long as it is done respectfully and without malice.

Of course, these behaviours may still need to be addressed but may have different consequences and interventions, which is why the distinction is critical. These incidents would be dealt with in accordance with our Positive Relationships and Behaviour for Learning Policy.

### **Bullying can be based on any of the following things**

- Race (racist bullying)
- Sexual orientation (homophobic)
- Special educational needs and/or disability (SEND)
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

### **Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact pupils’ wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond appropriately.

### **Prejudice based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and has a significant impact on those targeted. All prejudice-based incidents are taken seriously and are recorded and monitored in school on CPOMs, with the

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Headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly but also helps to prevent bullying as it enables targeted anti-bullying interventions.

This includes prejudice related to:

- Race or ethnicity
- Religion or belief
- Gender or gender identity
- Sexual orientation
- Disability
- Culture or nationality
- Appearance or social background

Derogatory language refers to any verbal or written expression that is disrespectful, demeaning, insulting or offensive toward an individual or group. Even when used as a “joke,” this type of language can cause significant harm and will not be tolerated. Examples of these could include, but are not limited to:

- Use of slurs or offensive terms
- Name-calling or mocking
- Hurtful nicknames or labels
- Stereotyping or degrading comments
- Derogatory jokes or humour at someone else’s expense

### **School strategies to prevent and tackle bullying**

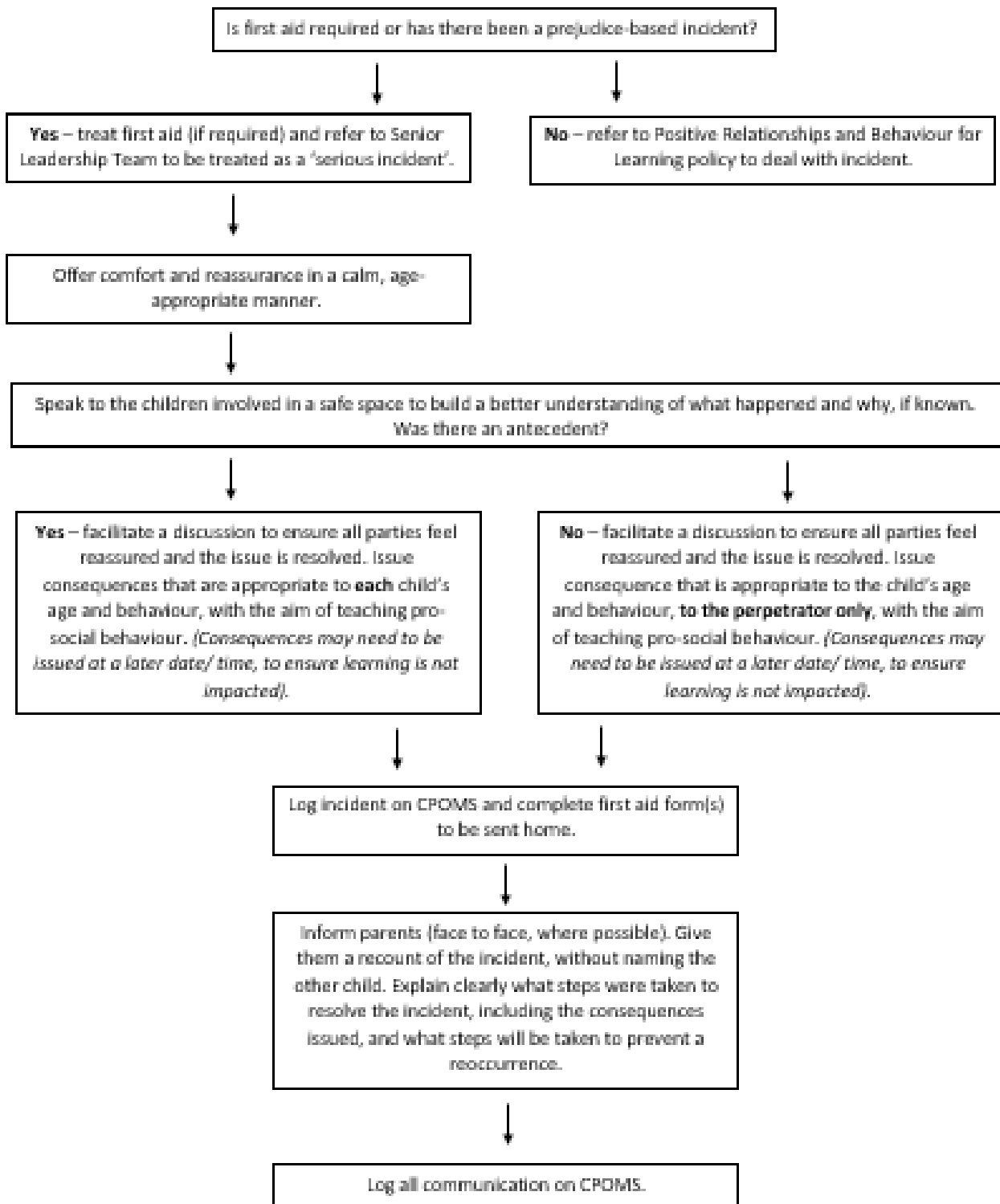
We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- The PSHE programme of study includes opportunities for pupils to understand different types of bullying and what they can do to respond to and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others, and appreciate and respect differences.
- Collective Worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Children in Year 6 are trained as peer mediators, which supports the children when playing outside. Peer mediators act as mediation between children to resolve minor conflicts.
- Through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Class teachers provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.

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## Protocols following a reported incident

### Protocols to follow if a child reports a behaviour incident or a behaviour incident is witnessed



All behaviour incidents are logged on CPOMS, and will be tracked by the DSL team, in order to establish patterns in behaviour and to determine if incidents are a 'one-off' or persistent. If SLT have involvement, Mrs Forward or Mrs Stone would support in investigating the incident. If they are unavailable, then Mrs

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Ardrey will also be available. This will be categorised as ‘serious behaviour’. If determined as bullying, the behaviour will be categorised as this and the following support will be provided.

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, 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 play therapy/ talk-time, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Integrated Children Services or support through the Children and Young People's Mental Health Service (CYPMHS).

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.
- Consequences, in line with school's Positive Relationships and Behaviour for Learning Policy. This may include:
  - official warnings
  - removal of privileges (including online access when encountering cyberbullying concerns)
  - internal suspensions
  - in extreme or repeated cases, fixed-term or permanent exclusions.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

### Links with other school policies and practices

This policy links with a number of other school policies, including:

- Positive Relationships and Behaviour for Learning Policy
- Complaints Policy
- Child Protection Policy
- Acceptable Use Policy
- PSHE Rational/ Curriculum Overview

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## Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

Cyberbullying • Childnet: [www.childnet.com](http://www.childnet.com)

- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Internet Safety (UKCIS): [www.gov.uk/government/organisations/ukcouncil-for-internet-safety](http://www.gov.uk/government/organisations/ukcouncil-for-internet-safety)
- DfE ‘Cyberbullying: advice for headteachers and school staff’: [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE ‘Advice for parents and carers on cyberbullying’: [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability-9](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability-9)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0to-25](http://www.gov.uk/government/publications/send-code-of-practice-0to-25)

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#### Race, Religion and Nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational) LGBTQ+
- Barnardo’s LGBTQ Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk) Sexual Harassment and Sexual Bullying
- NSPCC ‘Report Abuse in Education’ Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaignposters](http://www.gov.uk/government/publications/disrespect-nobody-campaignposters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): [www.childnet.com/our-projects/project-deshame](http://www.childnet.com/our-projects/project-deshame)

#### Responsibilities:

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Leaders, Teaching and non-teaching staff, to be aware of this policy and implement it accordingly.
- Governors and the Headteacher to communicate this policy to the school community.
- Pupils to abide by this policy.

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The named Governor with lead responsibility for this policy is Jo Wallace.

The named member of staff with lead responsibility for this policy is Ruth Ardrey.