



ANTI BULLYING POLICY

Holymead Primary School

DATE OF LAST REVIEW: APRIL 2025

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1. RATIONALE

Everyone at Holymead Primary has the right to feel welcome, secure and safe. Our school is committed to actively working to prevent all forms of bullying and ensuring all members of the school community achieve their highest potential.

2. POLICY STATEMENT

It is a government requirement that all schools have an anti-bullying policy. This policy should be read in conjunction with the school's Equality Plan and Behaviour Policy. The policy reflects guidance from Bristol Local Authority (LA).

The purpose of this policy is:

- To ensure that all people (children and adults) in the school community are able to work in a safe and secure environment free from humiliation, harassment, oppression and abuse.
- To clarify for all members of the school community that bullying is not acceptable and must be totally discouraged. Everyone must act in a positive way to ensure that bullying and harassment is challenged and reported.
- To produce a consistent school response to any bullying and incidents of harassment that may occur.
- To make all those connected with the school aware of our opposition to bullying.
- To make clear each person's rights and responsibilities with regard to any bullying and harassment in our school.

3. DEFINITIONS

Bullying is repeated abusive behaviour which makes other people feel unhappy or threatened and where victims feel powerless to stop it. Bullying is about wielding power.

Bullying is a wilful, conscious desire to hurt, threaten or frighten. It is important to recognise there is a difference between bullying, bossiness and boisterous behaviour.

Bullying is a deliberate intention to hurt, threaten or frighten.

Bossiness is usually directed at whoever is around at the time and requires the development of social skills.

Boisterous behaviour is not vindictive or aimed to hurt individuals or groups.

Bullying and harassment can take many forms but may be:

- Physical: e.g. hitting, kicking, taking or hiding belongings.
- Verbal or written: e.g. name calling, insulting, racist remarks, writing unkind notes.
- Emotional: e.g. spreading rumours, excluding from groups, tormenting, staring.
- Cyber bullying e.g. negative comments on social networking sites
- A combination of the above: e.g. extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).



Any of these may also have contexts which discriminate in relation to age, race, gender, disability, special educational need, faith, religion, socio-economic background, sexual orientation or gender reassignment (these will be referred to as 'protected characteristics' in this policy).

4. GUIDELINES AND PROCEDURES

Those being bullied or harassed may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their school work may deteriorate. They may lack concentration or even truant from school.

It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue. Rights respecting assemblies, circle time and PSHE reinforce the children's rights to be listened to as does the work in anti-bullying week.

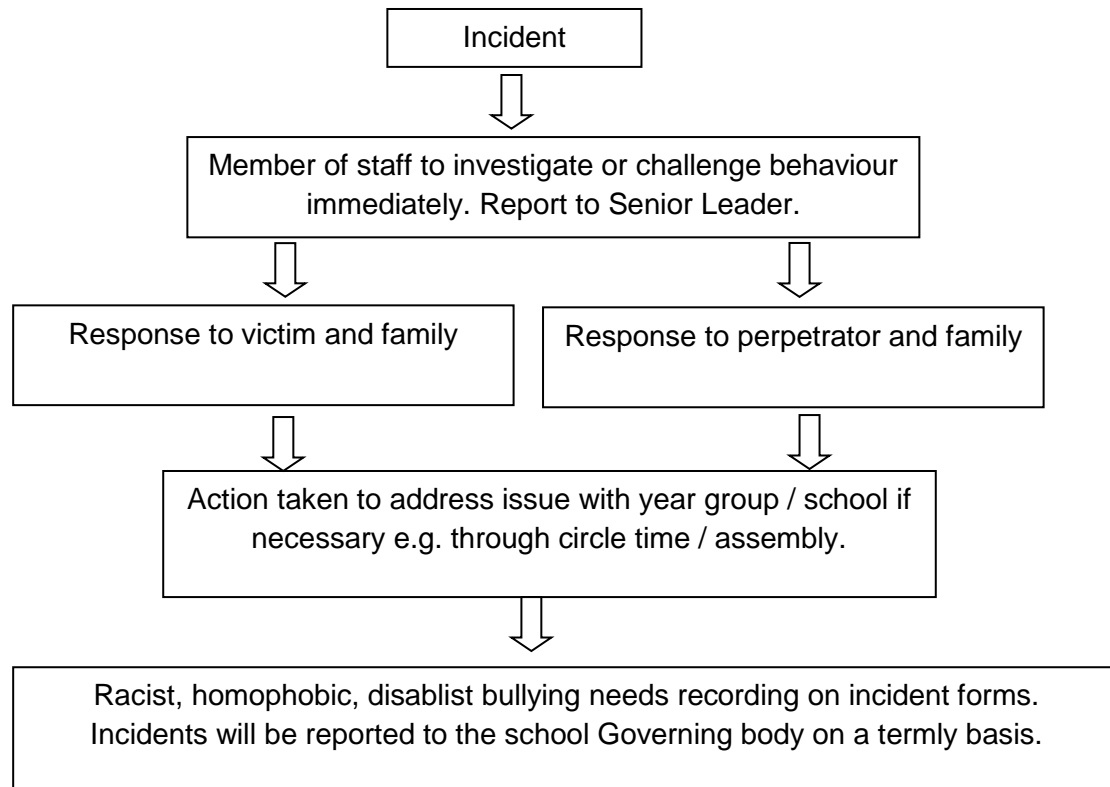
The exact course of action will vary with each situation but the main objectives should be that bullying and incidents of harassment are brought into the open, discussed and strategies agreed to help resolve the problem. It is always important to make clear that:

- The perpetrator's behaviour is unacceptable and the bullying must stop.
- Everything that happens is carefully recorded.
- The application of sanctions will depend on the individual circumstances of each incident.
- Revenge is not appropriate for the bullied child.
- Parents/carers of the victim will be asked to come in to discuss the incident and restorative actions.
- Parents/carers of the perpetrator will be asked to come in to discuss the incident and restorative actions.
- The school will work with both sets of parents/carers.
- Support will be available for the child being bullied.
- Support will be available for the child instigating the bullying behaviour to help change his/her behaviour.

When speaking to children, it should be made clear what the effect of the bullying is having on the child.

Where pupils do not respond to prevention strategies it will be necessary to use the interventions described in the school behaviour policy.

Procedure to follow in cases of bullying or harassment



5. CURRICULUM

The School curriculum will be used to:

- Raise awareness about bullying behaviour and about the school's anti-bullying policy.
- Challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

There are many opportunities within the curriculum to raise awareness, to teach relationship management, to enunciate policy and to discourage bullying or harassment via:

- Assemblies
- PSHE/Drama/English lessons for example
- Group work/circle time/befriending/mediation/assertiveness development
- Preventative strategies- including supervision of all areas of school and maintaining a stimulating environment



6. ROLES AND RESPONSIBILITIES

The role of the Head teacher

It is the responsibility of the Head teacher to implement the school anti-bullying strategy, and to ensure that all staff are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head teacher sets the school climate of mutual support and praise for success, so making bullying and harassment less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers should keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will investigate it themselves and refer it to the Head teacher. Teachers and support staff do all they can to support the child who is being bullied. The teacher or Head teacher will inform parents/carers if bullying tendencies are developing. Bullying incidents are logged on Arbor.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents/carers

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response they should contact the Head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.

Parents/carers have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school.



Parents/carers of victims and perpetrators will be informed and invited into school to speak about the incident. The school will work with both sets of parents/carers.

We recognise, and encourage parents/carers to recognise the difference between bullying and bossiness or boisterous play.

Bullying is a deliberate intention to hurt, threaten or frighten.

Bossiness is usually directed at whoever is around at the time and requires the development of social skills.

Boisterous behaviour is not vindictive or aimed to hurt individuals or groups.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

This will be reinforced in assemblies, circle times when children are encouraged to discuss how they feel.

There is a child friendly Anti-Bullying Policy which children have been involved in writing and which children can refer to.

The role of governors

The governing body supports the Head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The chair of governors will respond to any written request from a parent/carer to investigate incidents of bullying by following the school's complaints policy.



7. MONITORING, EVALUATION AND REVIEW POLICY INFORMATION

The governors will ensure that this policy is implemented.

This policy will be reviewed biannually.

In reviewing this policy, Holymead Primary School has considered:

- The impact on staff workload
- The impact on pupil wellbeing
- How this policy is consistent with the school's vision and strategy for wellbeing

This Policy was issued for implementation on: April 2025

The policy will be reviewed: Every 2 years

Reviewed by: Mrs Head and Miss Hughes

This policy will be renewed: April 2027



Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.