

# Hillcrest Early Years Academy



## Anti-Bullying Policy

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## Introduction

Everyone at Hillcrest Early Years Academy has the right to feel welcome, secure and happy. We aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. We also aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

We expect pupils to act safely and feel safe in the academy, including that they understand the issues relating to bullying and that they feel confident to seek support from the academy should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in the academy and incidents when they do arise are dealt with promptly and well.

The academy is aware of its legal obligations (see section F), including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

## Objectives

- All trustees, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All trustees, teaching and non-teaching staff should know what the academy's policy is on bullying and follow it when bullying is reported.
- All students and parents should know what the school's policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated at Hillcrest.

## Definitions of Bullying

'Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally' *Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011)*

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace' [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

# Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

## Behaviour often associated with bullying

### Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

### Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- **Friendly Banter**- There's no intention to hurt and everyone knows its limits
- **Ignorant Banter**- crosses the line with no intention to hurt, will often say sorry.
- **Malicious Banter**- Done to humiliate a person-often in public

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## What does bullying look like?

Bullying behaviour can be:

- **Emotional:** Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- **Physical:** Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** Unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- **Cyber:** All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

## Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

### Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

## Cyberbullying

The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

### Bullying can take place between:

- young people

- young people and staff
- between staff
- individuals or groups

## Procedures and responses to bullying

1. Report bullying incidents to staff
2. The incidents will be recorded on CPOMS
3. In particular cases parents should be informed and will be asked to come in to attend a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

## Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences such as those in our behaviour policy may take place.
- Assertive training
- Counselling
- Use of home / school communication books
- Involvement of external agencies
- Monitoring by SLT
- Formal recording (racism/homophobia)
- Liaison with parent/carer/social worker
- In serious cases, suspension or even exclusion will be considered
- If possible, the students will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## Education to help prevent bullying

The school PSHE/RHE curriculum (Jigsaw) contains strategies which encourage children away from bullying i.e. it promotes co-operation, helpfulness and consideration for others.

### Assembly

Our British Values Assembly themes raise awareness of bullying and also teach other key values (such as 'Caring', 'Tolerance' and 'Respect') to deter it.

### NSPCC

We use resources from the NSPCC to help raise awareness of bullying.

Reactive programmes for vulnerable groups or groups involved in bullying.

For example:

- Restorative Justice
- Small group work

Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour

### **Bullying is a whole school issue**

By involving Trustees, Teachers, Education Support Staff, Parents, and Pupils, people become aware of the school policy on bullying and that we are serious about tackling the problem. Publicity is one area that can help and could include:

Posters: Pupils and teachers can both become involved in creating posters to display around school.

Childline, telephone helpline number will be displayed.

Childline – 0800 1111 (open 24hrs)

Leaflets: these can be displayed around the school and/or sent home.

### **Anti-Bullying Week**

By focusing on bullying for a week each year we keep the subject in the open and give opportunities for children and Parents to understand what bullying is and how to report concerns.

## **Roles and Responsibilities**

### **The role of Trustees**

The board of trustees support the head teacher in all attempts to eliminate bullying from our academy. This policy statement makes it very clear that the board of trustees does not allow any identified bullying to continue in our academy, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The board of trustees monitor the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The trustees require the head teacher to keep accurate records of all incidents of bullying and to report to the trustees on request about the effectiveness of the academy anti-bullying strategies.

The board of trustees responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the board of trustees notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the board of trustees.

### **The role of the Headteacher**

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the board of trustees 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 assembly as a 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 receive sufficient training to be equipped to deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying 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 staff**

All adults in our academy take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of incidents of significant concerns and record on CPOMS.

If adults witness an act of bullying, they do all they can to support the child who is being bullied. They should then record the incident on CPOMS.

These are monitored by the Headteacher, DSL and Deputy DSL. Such incidents are recorded in a 'Bullying Log', so that any bullying trends can be monitored more easily.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for child being bullied, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher, DSL and the Special Needs Co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the Social Services.

Adults routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **The role of parents**

Parents 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.

Parents have a responsibility to support the academy's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **Links with other policies**

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online safety and Acceptable use policy
- Equalities policy
- Confidentiality Policy
- PSHE/RSE
- Complaints' Policy

## Monitoring and Review

This policy is monitored on a day-to-day basis by the Headteacher who reports to trustees about the effectiveness of the policy on request. This anti-bullying policy is the trustee's responsibility, and they review its effectiveness annually. They do this by examining the school's Bullying Log, and by discussion with the Headteacher. Trustees analyse information regarding gender, age and ethnic background of all children involved in bullying incidents.