Anti-Bullying Policy

At Heronshaw School we believe everyone has equal rights. As such everyone should be able to say they:

- have a right to be treated with **respect** and **kindness**,
- have a right to be an individual and have a sense of **belonging** at Heronshaw
- have a right to feel safe in our school **community**
- have a right to be valued and respected for their individual views without fear,
- have a right to help and support when they need it.

At Heronshaw School we believe that bullying is an anti-social behaviour that affects everyone. We are committed to safeguarding children by providing a caring, friendly and safe environment for all members of our school community so they can learn and work in a relaxed and secure environment without fear of being bullied. We actively promote a climate of co-operation and positive behaviour to reduce the number of incidents and likelihood of bullying occurring. This will enable our pupils and staff to reach their full potential. Bullying of any kind is unacceptable and will not be tolerated. If bullying does occur, all pupils and staff should be confident to tell someone about it and know that all incidents will be dealt with promptly and effectively. **Anyone who knows that bullying is happening is expected to tell someone they trust.**

Someone a child trusts may be:

- A parent/carer or another member of the family
- A teacher, teaching assistant, midday supervisor, learning mentor or any other member of school staff
- A friend in or out of school

A child concerned about bullying may seek someone who is:

- Good at listening, caring, responsible, supportive, understanding or calm.

What Is Bullying?

The Anti-Bullying Alliance defines bullying as **"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 be* the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying is *not one isolated incident*; it is where a child *is targeted repeatedly*.

We recognise at Heronshaw that a perception or sense of bullying is valid and can negatively impact a child. As a school our focus is on supporting children immediately. Staff will follow up reports of bullying irrespective of whether *proof* is evident or not. ***We recognise that it is not always possible or necessary to prove bullying, but the impact remains.***

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting, coercive behaviour
- Physical - pushing, pulling, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures, excluding from others
- Sexual - unwanted physical contact or sexually abusive comments
- Verbal - name-calling, sarcasm, spreading rumours, teasing

- 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
- Discriminatory against diversity - bullying related to protected characteristics (incl. race, religion, sexual orientation, culture, SEND, disabilities); appearance or health conditions, including allergies including those with potential of severe risk to health, or bullying of young carers or looked after children.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Pupils who are bullying need to learn more positive ways of behaving.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur. No school can give a 100% guarantee that negative behaviour will never occur, however a proactive approach to tackling those behaviours will mitigate the risk as much as possible.

All governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.

All governors, teaching and support staff, should know and understand the anti-bullying policy, and follow it when bullying is reported or when any of the signs and symptoms of bullying become evident.

All pupils and parents should know and understand the anti-bullying policy, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when any form of bullying is reported.

Signs and Symptoms

Some children may not use the word bullying and some may not speak about what they are or have experienced. A child may indicate by signs or behaviour that he or she is being or feels bullied. Adults should be aware of these possible signs and that they should **always** investigate if a child:

• is frightened of walking to or from school
• changes their usual routine
• is unwilling to go to school
• becomes withdrawn anxious, or lacking in confidence
• starts stammering
• cries themselves to sleep at night or has nightmares
• feels ill in the morning
• begins to do poorly in schoolwork
• comes home with clothes torn or books damaged
• has possessions which are damaged or " go missing"
• 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
• 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. We do not wait for proof before acting.

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. **All reports of bullying are recorded and followed up by the class teacher.** The class teacher, as the main point of

contact, should also report the matter to the phase leader or other members of the leadership team. When negative behaviours/bullying has taken place during break and lunchtimes, midday supervisors should be made aware of this as early as possible in order to support and prevent further incidents.

All incidents of bullying are logged on the electronic safeguarding [CPOMS] system. If any adult witnesses an act of bullying, they should consult a Senior Leader who will look into the matter and record the event on the bullying log and CPOMS.

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 restorative work and support for the victim of the bullying, and consequences along with support 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. Some children may not realise the impact of their behaviour on others. There are occasions when there has not been the intention for someone to feel bullied, however support and follow up is still required for all involved.

If a child is repeatedly involved in bullying other children, we inform the phase leaders, deputy head and then headteacher. 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 and an Early Help: School Based Provision Plan may be decided to be initiated to try and prevent a possible suspension in the future. 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.

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 with ongoing concerns are invited to escalate concerns to a phase leader in school or to the deputy headteacher in the first instance.

If parent's feel that their concern has not been dealt with, they should make an appointment to see the headteacher. Should any concern remain after investigations have been conducted, a parent should contact the Chair of Governors.

Who should parents raise concerns to? (*Please follow the policy in order. It is not appropriate for concerns to be escalated without following the steps as set out above*).

Class teacher —> if unresolved, Phase leader or deputy head —> if unresolved, Headteacher —> if unresolved, Chair of Governors

Procedures: [see Appendix 1]

• Bullying incident is reported directly or indirectly to a staff member
• Class teacher of child/children involved is informed
• The child (victim of bullying) will be supported as first priority to explore what immediate measures can be taken to ensure that they feel safe and supported.
• In **all cases** of bullying, the incidents will be recorded by staff directly onto *CPOMS,* our online program and by informing senior leader/safeguarding team
• In serious cases parents should be informed and will be asked to come in for a meeting to discuss the concern raised
• **All** bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly
• Senior leadership/safeguarding team will be informed of outcomes for both the victim and the perpetrator
• Help will be given to help the bully (bullies) change their behaviour and ensure repeated bullying does not take place - i.e. through School Based Provision (Early Help) and this will be recorded on Safeguard.
• Parents will be kept informed about how their child has been supported. Teachers will check in with parents within 2 to 3 weeks. This is to ensure that all parties are satisfied that things have improved and been dealt with effectively.

Outcomes:

- Wellbeing of pupils given the highest priority – Pupil voice with children separately will inform next steps and the appropriateness of when and how to bring children together
- Restorative work will take place with school staff
- Strategies to prevent recurrence will be identified; the perpetrators will be supported in resolving issues through our restorative practice.
- Wherever possible, the pupils 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.
- In most serious cases, a suspension may be explored following school policies.

*Restorative work is how we support children in dealing with conflict alongside an adult. More information about this can be found on our website.

Prevention:

We aim to prevent bullying through the development of self-esteem, the raising of awareness of the impact of behaviour upon others and through the expectation of tolerance, understanding and caring. These aims are achieved through:

• delivery of the SMSC/RSHE curriculum
• school and classroom codes of conduct
• the aims and values of the school
• the example set by adults in school and parents out of school
• assembly time
• explicit expectations of behaviour
• staffing levels on the playground during break and lunchtimes

Useful links:

https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/if-youre-being-bullied/find-help-and-support

https://www.allergywise.org.uk/p/allergywise-for-schools1

Policy information	
Date of policy	August 2026
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Additional notes *(if required)*	

Flowchart and steps taken at Heronshaw (anti-bullying). [Appendix 1]

Bullying incident is reported to a staff member

Class teacher of child involved is informed

Child supported as first priority

Incident and all follow up recorded on CPOMS

In serious cases, parents informed and attend meeting

All bullying or threats if bullying investigated

SLT and Safeguarding team informed of outcomes for both victim and perpetrator

Early Help for both victim and bully

Parents will be informed about support. Check in within 2 to 3 weeks.