



Hartford Primary School Anti-Bullying Policy

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Author: Deputy Headteacher

Definition of 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. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.’

Aims and purpose of the policy

Aims and purpose of the policy Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school’s approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. Several Times On Purpose. (STOP):

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone’s possessions
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions

Homophobic, Biphobic and Transphobic Bullying

Homophobic, biphobic and transphobic language happen across any area of school life, including in the corridors, online and in the playground, and affects lots of different groups of pupils, not just those who are lesbian, gay, bisexual or transgender. While sometimes dismissed as 'harmless banter', homophobic,

biphobic and transphobic language has a damaging effect on young people's self-esteem and, left unchecked, gives the impression that being lesbian, gay, bisexual or transgender is shameful or wrong. The prejudicial attitudes that young people can develop because of homophobic, biphobic and transphobic language can also lead to more serious bullying down the line, or in some cases, hate crimes or hate incidents that go beyond the school community.

Sometimes pupils who don't conform to gender stereotypes experience homophobic, biphobic and transphobic language, simply because they like activities or dress in ways that don't fit with others' views about 'what boys are like' or 'what girls are like'. The most important thing is to challenge all negative language, including homophobic, biphobic and transphobic language, in school so that everyone feels comfortable and happy to be who they are without fear of ridicule or experiencing discrimination from others.

We have a zero tolerance for the use of phrases like 'that's so gay' or 'you're so gay' which are the most common form of homophobic language. 99 per cent of lesbian, gay and bisexual young people report hearing the casual use of these phrases in school. These comments are sometimes directed towards people who are actually, or perceived to be, lesbian or gay. However, they are most often used to mean that something is bad or 'rubbish', with no conscious link to sexual orientation at all, for example 'those trainers are so gay' (to mean uncool) or 'stop being so gay' (to mean stop being so annoying). At Hartford Primary we will always challenge this use of 'gay', as by not doing so this can have a damaging effect on pupils, leading them to think being lesbian or gay is something negative.

We acknowledge the school's legal duties under the Equality Act 2010 and the protected characteristics of sexual orientation & gender identity. Derogatory language – used by staff or pupils – on these same grounds is unacceptable. Derogatory language will be challenged and recorded by staff on a 'Child Causing Concern' form. Incidents are monitored closely by senior leadership and reports are regularly sent to governors. Appropriate follow-up actions and sanctions will be taken, including with staff who use homophobic, biphobic and transphobic language.

All members of the school community are asked to use language that is respectful of and kind towards others and that does not perpetuate stereotypes or offend others.

At Hartford Primary, we have worked alongside the Proud Trust and have gained 'The Rainbow Flag Award' as we have demonstrated a whole school approach to the positive inclusion and visibility of LGBT+people. We also have shown that we have a commitment to the eradication of homophobic, biphobic and transphobic bullying.

At Hartford we also use the 'No Outsiders' approach (created by Andrew Moffat) which we are embedding in our ethos and has had an extremely positive impact on children's broadmindedness related to LGBT matters.

Reporting – roles and responsibilities:

All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of any bullying, they should reassure the pupils involved and inform their class teacher.

The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

Reporting bullying:

If a pupil is being bullied, they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher, or any other teacher
- Tell a peer who in turn can help them tell a teacher or staff
- Tell any other adult staff in school – such as a Mid-Day Assistant, School Office Staff, Site Maintenance Officer
- Tell an adult at home
- Call ChildLine to speak with someone in confidence on 0800 1111

Responding to bullying:

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying centrally on CPOMS
- Designated school staff will monitor the information recorded on CPOMS and any action taken.
- The head teacher will report any incidents of bullying to the governing body each term.
- Staff will offer support to the victim/s of the bullying in discussion with the pupil/s class teacher
- Individual meetings will then be held with any child/children of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault.
- Staff will pro-actively respond to the bully who may require support. They will liaise with the child's class teacher to devise a plan of action. Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action.
- Staff will assess whether any other authorities (such as police) need to be involved, particularly when actions take place outside of school.

Hartford initiatives to prevent and tackle bullying

Curriculum

- Anti-Bullying awareness and social skills are included in SMSC and No Outsiders programme. We also hold a yearly Anti-bullying week to raise awareness throughout school.
- Dedicated weekly time is given to personal development lessons which include opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying.
- School assemblies help raise pupils' awareness of bullying and promote kindness.

- Difference and diversity are celebrated across the school through our Personal Development lessons, RE lessons
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- Discussion time is used by teachers to: Identify problems; analyse problems; discuss solutions; review progress.

Pupils need to be encouraged to be assertive from an early age. These elements form a focus for each year group during our yearly RSE lessons (Christopher Winter scheme) to ensure that they become familiar with techniques to use:

- making verbal assertive statements (e.g. “I don’t like you doing that”)
- resisting manipulation and threats
- leaving a bullying situation
- enlisting support from others
- boosting own self-esteem
- remaining calm in a stressful situation

Pupils need to be made aware that observing bullying requires a response.

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Seclusion / isolation rooms

In exceptional circumstances, school may place disruptive pupils in an area away from other pupils for a limited period, in what is often referred to as a seclusion or isolation room. When this occurs, school will ensure that the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare are taken into account. School will ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools will allow pupils time to eat or use the toilet. Pupils will be supervised at all times.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All teaching staff and relevant support staff have been trained in 'Team Teach' approaches to handling children if the need should arise. A large part of this training is based on de-escalation and this is something we strive to do before the handling techniques are implemented.

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 the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils 'well-being' beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

www.anti-bullyingalliance.org.uk

Legislative links

Education Act 1996

School Standards and Framework Act

1998 Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations

2008 Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies)

Regulations 2012