



Deaf Hill

Primary School

Stat

Deaf
able
unac

This
incl
and
pupi
Insp
and
cons

Leg

This
but r

• Edi

Anti-Bullying Policy 2025-2026

Approved by Local Governors: March 2026

Date for Review: March 2028

Headteacher: Mr Paul Newton

Chair of Governors: Mrs Claire Smith

- Equality Act 2010: guidance - GOV.UK (www.gov.uk)
- Protection from Harassment Act 1997 (legislation.gov.uk)
- Malicious Communications Act 1988 (legislation.gov.uk)
- Public Order Act 1986 (legislation.gov.uk)
- Communications Act 2003 (legislation.gov.uk)
- Human Rights Act 1998 (legislation.gov.uk)
- Crime and Disorder Act 1998 (legislation.gov.uk)
- Education Act 2011 (legislation.gov.uk)
- Preventing bullying - GOV.UK (www.gov.uk)
- Sexual violence and sexual harassment between children in schools and colleges guidance updates: CASPAR briefing (nspcc.org.uk)
- Mental health and wellbeing provision in schools - GOV.UK (www.gov.uk)
- Keeping children safe in education - GOV.UK (www.gov.uk)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

This policy operates in conjunction with the following school policies and documents:

- Accessibility
- Behaviour
- Child-on-Child Abuse
- Complaints
- Emotional Wellbeing and Mental Health
- Equality and Information Objectives
- Personal, Social and Health Education (PSHE)
- Relationships and Sex Education (RSE)
- Safeguarding

What is bullying?

The definition of bullying is, 'a person who habitually seeks to harm or intimidate those who they perceive as vulnerable'. (Taken from the Oxford, Cambridge and Collins dictionary, updated 2018). Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs - they are frequent and happen over an extended period of time
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm - it is not accidental
- **Targeting:** Bullying is generally targeted at a specific individual or group
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations

The imbalance of power between the perpetrator and the victim could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive

from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

Nature of bullying

The nature of bullying can be:

- **Physical** – e.g. hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person
- **Attacking property** – e.g. damaging, stealing or hiding someone's possessions
- **Verbal** – e.g. name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **Psychological** – e.g. deliberately excluding or ignoring people
- **Cyber** – e.g. using text, email, gaming or other social media to write or say hurtful things about someone

Types of bullying

Bullying can be based on any of the following things and is often motivated by prejudice against particular groups:

- Appearance or health conditions
- Culture or class (racist bullying)
- Gender (sexist bullying)
- Gender identity (transphobic bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Special Educational Needs (SEN) or disability
- Race (racist bullying)
- Related to home or other personal situation
- Related to another vulnerable group of people
- Religion or belief (racist bullying)

Bullying might be motivated by actual differences between children, or perceived differences. The term prejudice-based and discriminatory bullying refers to a range of hurtful behaviour, physical or emotional or both and online, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transgender).

- **Ableist bullying**

Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

- **Homophobic and biphobic bullying**

Bullying another person because of their actual or perceived sexual orientation.

- **Prejudicial bullying**

Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

- **Racist bullying**

Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the [Crime and Disorder Act 1998 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/1998/37) and [Public Order Act 1986 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/1986/36)

- **Relational bullying**

Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

- **Sexist bullying**

Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

- **Sexual bullying**

Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

[Sexual and sexist bullying guidance 2022_7.pdf \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk/wp-content/uploads/2022/07/Sexual-and-sexist-bullying-guidance-2022_7.pdf)

- **Socioeconomic bullying**

Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived 'quality' of their clothing or belongings.

- **Transphobic bullying**

Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

No form of bullying will be tolerated and all incidents will be taken seriously.

Roles and Responsibilities

Bullying is everyone's responsibility to address. All stakeholders should be aware that bullying exists and share a commitment to combat it in order to make Deaf Hill Primary School a happy and harmonious place for everyone.

The Governing Body is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or background
- The overall implementation and monitoring of this policy
- Ensuring that all Local Governing Body members receive appropriate safeguarding training at the point of induction
- Ensuring that the school adopts a tolerant and open-minded policy towards difference
- Ensuring that the school is inclusive
- Analysing any bullying data to establish patterns and reviewing this policy in light of these
- Ensuring that the DSL has the appropriate status and authority within the school to carry out the duties of their role
- Appointing a safeguarding link Local Governing Body member who will work with the DSL to ensure that the policies and practices relating to safeguarding, including the prevention of bullying, are being implemented effectively
- Ensuring that pupils are taught how to keep themselves and others safe, including online

The Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures
- Keeping robust records of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected
- Analysing data at regular intervals to identify trends, so that appropriate measures to tackle them can be implemented
- Arranging appropriate training for staff members

Senior and Middle Leaders are responsible for:

- Liaising and meeting with parents where necessary
- Providing a point of contact for pupils and parents when more serious bullying incidents occur

Teachers and Support Staff are responsible for:

- Being alert to social dynamics in their class
- Being available for pupils who wish to report bullying
- Providing follow-up support after bullying incidents
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the relevant staff of such observations
- Refraining from stereotyping when dealing with bullying
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying
- Reporting any instances of bullying once they have been approached by a pupil for Support

Parents/Carers are responsible for:

- Informing school staff if they have any concerns that their child is the victim of bullying or is involved in bullying in any way
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes/concerns

Parents/Carers of a bullied child should:

- Talk to the child calmly about it and reassure them that telling someone about it was the right thing to do
- Make a note of what the child says
- Explain that the child should report any further incidents to a teacher or other member of staff straight away
- Make an appointment to see the child's teacher as soon as possible

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying
- Not making counter-threats if they are victims of bullying
- Walking away from dangerous situations and avoiding involving other pupils in incidents

Statutory Implications

Deaf Hill Primary School understands that, under the [Equality Act 2010 \(legislation.gov.uk\)](#), it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

Deaf Hill Primary School understands that, under the [Human Rights Act 1998 \(legislation.gov.uk\)](#), it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The Headteacher will ensure that this policy complies with the HRA; the Headteacher understands that they cannot do this without fully involving their staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the [Malicious Communications Act 1988 \(legislation.gov.uk\)](#), it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from [Harassment Act 1997 \(legislation.gov.uk\)](#) makes it an offence to

knowingly pursue any course of conduct amounting to harassment.

- Section 127 of the [Communications Act 2003 \(legislation.gov.uk\)](https://legislation.gov.uk) makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation and hate crimes.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- The child becoming withdrawn
- A deterioration in the child's work
- Erratic attendance or spurious illness
- An unwillingness to attend school
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults
- Missing possessions
- Asking for extra money or stealing
- Lack of appetite
- Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting, hyperventilation, cuts or bruises
- Victims can become depressed and this can continue into their adult lives - they can want to take their own lives

Preventing Bullying

[Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk): *A school's response to bullying should not start at the point in which the child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.*

In order to prevent bullying, we adopt a proactive approach which includes:

- A strong relationship culture which is at the heart of all of the school's work
- Ensuring excellent parental communication which is strengthened by positive relationships
- Raising awareness about bullying and the school's anti bullying policy (this includes the development of a Child Friendly Anti-Bullying Policy)
- Promoting our school rules

- Promoting Ad Astra Trust's core values (Support, Togetherness, Achieve, Respect, Success)
- Raising awareness of our rights and responsibilities - see [the UN Convention on the Rights of the Child - UNICEF UK](#)
- Recognising and rewarding good behaviour (see Behaviour Policy)
- Creating a culture of openness where differences between people that could motivate bullying are discussed and explored
- Embedding a curriculum which has PSHE as a key driver
- Ensuring vigilant supervision
- Consultation with School Council
- Using questionnaires with all stakeholders
- Celebrating key events (such as national Anti-Bullying Week)
- Working with the wider community – e.g. NSPCC, ChildLine, the Police and other children's services
- School assemblies

Responding to incidents of bullying

The following steps will be taken when dealing with alleged incidents of bullying:

If a pupil is being bullied, they are encouraged to not retaliate but to tell someone they trust about it such as: class teacher, a family member or friend. They could report this anonymously or call [Childline | Childline](#) to speak with someone in confidence on [0800 1111](#).

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. In dealing with such incidents, we will observe the following key points:

- We will not ignore bullying and all allegations of bullying will be investigated
- Staff will not make premature assumptions
- All accounts of the incidents will be listened to fairly with responses given sensitively towards children with SEND or other additional needs
- A clear written account of the concerns will be made (using the school's Child Protection Online Monitoring System – CPOMS)
- We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions together and allow them to exert responsibilities in deciding on appropriate consequences and sanctions
- We will follow up to check bullying has not resumed
- We will involve parents/carers and speak to them, either with their child present or privately, when appropriate, so as to inform them of the incident/s

Where bullying is of a racist nature, we will report this to the Local Education Authority using the Racial Incident Report Form (Appendix 1).

Formal Action

If pupils do not respond to the steps detailed above, we will take formal action to stop bullying behaviour. This will include:

- A series of consequences following school procedure dependent on the situation and those children involved (see Behaviour Policy)
- Contact parents/carers of those concerned so that they are kept fully informed and can be actively involved
- Suspension. If bullying persists, school suspension procedures may be followed in line with government guidance - [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk) Each case will be dealt with on an individual basis and this will be in line with sanctions set out in our school Behaviour Policy.

When, after discussion, we confirm a child has been bullying we will contact the parents to discuss the issues. We will ask parents to:

- Talk to the child and explain that bullying is wrong and makes others unhappy
- Show the child how to join in with others without bullying
- Arrange to discuss how we can work together to stop the bullying
- Talk to the child regularly about how things are going at school

We will also contact the parents of the child being bullied, with explanations of the situation and what we are doing to resolve it.

Bullying which occurs outside school premises

[Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk): *Under Sections 90 and 91 of the Education and Inspections Act 2006, a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for school to regulate pupils' behaviour in those circumstances.*

This may include bullying incidents anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted upon. The Headteacher should consider whether it is appropriate to notify the police of the action taken against a pupil.

Staff training

[Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk): *Successful schools also...provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems and where to seek support.*

- Staff are regularly trained in anti-bullying practice through a mix of face to face and online sessions (staff meetings/signposting to appropriate online CPD)
- Knowledge and understanding is regularly checked through the provision of monthly safeguarding quizzes

Staff will complete CPD approved and certified training from the Anti-Bullying Alliance Free CPD online training (anti-bullyingalliance.org.uk)

Monitoring and Review

This policy will be reviewed every 2 years (or sooner if needed), in consultation with the whole school community including: staff, pupils, parents/carers and the school's Local Governing Body.

The policy will be promoted and implemented throughout the school and all members of the school community have a responsibility for this.