



SCHOOL POLICIES

Anti-Bullying

This policy was adopted by the Governors on: January 2024

The last review of this policy was: June 2026

This policy is due for review on: June 2027

Signed Headteacher: N. Craddock

Signed Chair of Governing Body: D. Garside

Anti-Bullying Policy

School vision: Everyone experiences excellence

School expectations: Ready, Respectful and Safe

1. Our statement on bullying

At Hudson Primary School, every child and adult have the right to feel safe, respected, included and able to be themselves.

We are a caring and inclusive community. We value difference, celebrate diversity and expect everyone to treat others with dignity and respect.

Bullying of any kind is unacceptable.

We recognise that children are developing their social understanding and emotional regulation and that disagreements, friendship difficulties, conflict and unkind behaviour can occur. These behaviours are taken seriously and responded to appropriately. We also recognise that bullying is different from a one-off disagreement or incident and requires a specific and sustained response.

Our approach is rooted in our school expectations of **Ready, Respectful and Safe** and our relational, trauma-informed and restorative approach to behaviour.

2. Aims and purposes

The purpose of this policy is to:

- prevent bullying wherever possible;
- ensure that children understand what bullying is and how they can seek help;
- provide clear and accessible ways for children and families to report concerns;
- ensure concerns are listened to, recorded and investigated appropriately;
- provide support for children who experience bullying;
- provide appropriate support and intervention for children who display bullying behaviour;
- address prejudice, discrimination and derogatory language;
- promote respectful, inclusive relationships;
- ensure that children with SEND and other potentially vulnerable children are appropriately supported;
- work in partnership with parents and carers;
- monitor patterns and trends so that preventative action can be taken; and
- regularly review the effectiveness of our approach.

The safety, welfare and wellbeing of our pupils and staff are central to our approach.

3. What is bullying?

Bullying is **deliberate and repeated behaviour that causes harm and involves an imbalance of power**, where an individual or group has greater power than the person or group being targeted.

Bullying can be carried out by an individual or by a group. It may be physical, verbal, social, emotional, relational or online.

Bullying may include:

Physical bullying

- hitting, kicking, pushing or hurting someone;
- physically intimidating someone;
- deliberately invading someone's personal space;
- inappropriate or unwanted physical contact.

Verbal bullying

- repeated name-calling;
- insults or humiliating comments;
- threats;
- repeated teasing intended to cause distress;
- offensive or derogatory language.

Social or relational bullying

- deliberately and repeatedly excluding someone;
- encouraging others not to play or spend time with someone;
- deliberately damaging friendships or relationships;
- spreading rumours or gossip;
- manipulating social groups to isolate someone.

Bullying involving property

- deliberately damaging, stealing or hiding another person's belongings;
- repeatedly interfering with someone's possessions.

Online or cyberbullying

- sending or sharing hurtful messages;
- posting harmful or humiliating content;
- deliberately excluding someone from online groups;
- sharing photographs, videos or information to embarrass or distress someone;
- using digital platforms to threaten, intimidate or repeatedly target someone.

Bullying can happen:

- in school;
- on the journey to or from school;
- online;
- at clubs, activities or events;
- outside school hours;
- in the wider community; or
- during school holidays.

Online behaviour can continue to affect children when they are at home and outside school hours. Where bullying affects the safety or wellbeing of a Hudson pupil, we will consider what action the school can appropriately take, even where the behaviour has taken place outside school.

Bullying is not always obvious

Bullying does not always involve physical aggression. It may be subtle, relational or difficult for adults to observe.

We therefore consider the **pattern, context, impact and power dynamics** involved rather than relying solely on whether a particular incident appears serious in isolation.

A child does not have to use the word *bullying* for a concern to be taken seriously.

4. Bullying and friendship difficulties

Not every disagreement, falling-out or incident of unkind behaviour is bullying.

Children may experience:

- disagreements;
- arguments;
- friendship difficulties;
- misunderstandings;
- impulsive or inappropriate behaviour;
- one-off incidents of unkindness; or
- conflict between children where there is no ongoing imbalance of power.

These incidents still matter and will be responded to in line with our Behaviour Policy and relational approach.

Where behaviour is repeated, deliberate, harmful or involves an imbalance of power, staff will consider whether it meets the definition of bullying and respond accordingly.

Our aim is not to focus solely on labels. Our priority is to understand **what has happened, how the child has been affected, what needs to change and what support is required.**

5. Prejudice-based bullying and discrimination

Bullying may be motivated by prejudice or hostility towards a particular characteristic, identity, background or group.

This may include bullying related to:

- race or ethnicity;
- religion or belief;
- disability or SEND;
- sex or gender;
- sexual orientation;
- gender reassignment or trans identity;

- pregnancy or maternity;
- family or socio-economic circumstances;
- appearance;
- culture or nationality;
- being a looked-after or previously looked-after child;
- being a young carer;
- home circumstances;
- a child's additional needs, communication or differences; or
- another characteristic, vulnerability or personal circumstance.

The Equality Act 2010 protects specific characteristics, including disability, race, religion or belief, sex and sexual orientation.

Hudson will not tolerate discriminatory, prejudicial or derogatory behaviour.

A one-off prejudice-based incident may not meet the definition of bullying because it is not repeated. However, it remains a serious concern and will be recorded, addressed and monitored appropriately.

6. Derogatory or offensive language

Derogatory, discriminatory or offensive language is not acceptable at Hudson.

This includes language relating to protected characteristics, disability, SEND, race, religion, sex, gender, sexual orientation or any other characteristic or personal circumstance.

Staff will challenge such language appropriately, considering the child's age, understanding and circumstances.

Incidents will be recorded and monitored where appropriate, and further action will be taken in accordance with the Behaviour Policy, safeguarding procedures and this policy.

Where language indicates a safeguarding concern, discriminatory abuse or another form of harm, the school's safeguarding procedures will also be followed.

7. Preventing bullying

Preventing bullying is the responsibility of the whole school community.

We work proactively to create a culture where bullying is less likely to occur.

Our preventative approach includes:

- teaching children about respectful relationships, friendship, kindness and inclusion;
- embedding **Ready, Respectful and Safe** across school life;
- PSHE and relationships education;
- assemblies and whole-school learning;
- discussions about difference and diversity;
- appropriate online safety education;
- children's literature and resources that reflect a diverse range of experiences;

- challenging stereotypes and prejudice;
- restorative approaches to relationships and conflict;
- pastoral support and targeted interventions;
- nurturing children's communication and emotional regulation skills;
- encouraging children to speak to trusted adults;
- listening to children's views;
- working with parents and carers;
- monitoring behaviour, attendance and wellbeing;
- identifying patterns or vulnerable groups;
- staff training and awareness; and
- regular review of the effectiveness of our anti-bullying work.

Our approach recognises that some children may require additional support to understand social situations, friendships, communication, boundaries or the impact of their behaviour.

8. Children who may require additional consideration

All children have the right to protection from bullying.

Some children may be more vulnerable to bullying or may experience and communicate bullying differently. This may include children with:

- SEND;
- communication or language needs;
- social, emotional or mental health needs;
- disabilities or medical needs;
- difficulties understanding social communication;
- additional vulnerabilities;
- care experience;
- family or social circumstances that may increase vulnerability; or
- other individual needs.

Staff will consider the individual child's needs when listening to concerns and responding to incidents.

A child's SEND or additional needs will never be used to excuse bullying behaviour. Equally, staff will consider whether a child's communication, regulation, understanding or developmental needs affect how an incident should be investigated and supported.

9. Reporting bullying

We want every child to know that **telling an adult is the right thing to do**.

Children are encouraged to tell a trusted adult if:

- they are being bullied;
- they think someone else is being bullied;
- they are worried about something happening online;
- they feel unsafe;
- they have tried to resolve a friendship difficulty but it is continuing; or

- something is making them unhappy or worried.

Children can speak to:

- their class teacher;
- another teacher;
- a teaching assistant or other trusted member of staff;
- a member of the pastoral or wellbeing team;
- a member of the Senior Leadership Team;
- the Headteacher;
- the SENDCO;
- a trusted adult of their choice.

Children do not need to be certain that something is bullying before reporting it.

Parents and carers

Parents and carers are encouraged to contact school if they are concerned that their child may be experiencing bullying.

Concerns can be raised with the child's class teacher in the first instance, or directly with the school office where appropriate.

Parents and carers can contact school by:

- telephone;
- email;
- ClassDojo message; or
- speaking to a member of staff.

We ask parents and carers not to approach another child or family directly about an incident. School will work with families to investigate and address concerns appropriately.

10. Responsibilities

All staff

All staff have a responsibility to:

- promote respectful relationships;
- be vigilant to signs of bullying;
- listen to children;
- take concerns seriously;
- report and record concerns appropriately;
- reassure children;
- follow up concerns;
- communicate with relevant colleagues; and
- contribute to preventative work.

Staff should never dismiss a child's concern because they do not believe it meets the formal definition of bullying.

Senior leaders

The Senior Leadership Team, led by the Headteacher, has overall responsibility for ensuring that this policy is implemented consistently.

The Headteacher is the senior leader responsible for anti-bullying.

Parents and carers

Parents and carers are asked to:

- talk to their child about respectful relationships;
- encourage their child to report concerns;
- contact school promptly where they are worried;
- work collaboratively with school;
- avoid retaliating or approaching other children or families directly; and
- support agreed actions.

Pupils

Pupils are expected to:

- treat others with respect;
- follow the school's Ready, Respectful and Safe expectations;
- avoid bullying behaviour;
- tell an adult if they are worried about bullying;
- support others appropriately; and
- avoid joining in with, encouraging or sharing bullying behaviour online.

Children should not be expected to intervene physically or put themselves at risk.

11. Responding to a concern

When a concern about bullying is reported, staff will:

1. **Listen** carefully to the child and take the concern seriously.
2. **Reassure** the child that they have done the right thing by telling someone.
3. **Record** relevant information accurately.
4. **Inform** the appropriate member of staff where necessary.
5. **Gather information** from the children and adults involved.
6. **Consider the context**, including patterns, repetition, impact and power dynamics.
7. **Consider safeguarding**, SEND, equality and other relevant factors.
8. **Determine appropriate action** in line with the circumstances.
9. **Support the child who has experienced harm.**
10. **Address the behaviour** of the child or children responsible.
11. **Work with parents/carers** where appropriate.

12. **Monitor the situation** to ensure that the behaviour has stopped and the child feels safe.
13. **Review the effectiveness of the response** and take further action where necessary.

Investigations will be proportionate to the circumstances and will aim to establish what has happened without making assumptions before information has been gathered.

12. Supporting children who experience bullying

Our priority is to ensure that children feel safe, listened to and supported.

Support may include:

- a trusted adult;
- increased adult awareness or supervision;
- pastoral support;
- restorative work where appropriate;
- social and emotional support;
- friendship or social communication work;
- nurture or wellbeing support;
- work with parents/carers;
- reasonable adjustments or additional support where appropriate;
- involvement of the SENDCO where relevant;
- support from external professionals where appropriate; and
- ongoing monitoring and check-ins.

The support offered will depend on the individual child's needs and circumstances.

We will not require a child who has experienced bullying to participate in restorative work with another child if this would be inappropriate or likely to cause further distress.

13. Responding to bullying behaviour

Children who display bullying behaviour will be held accountable for their actions in an age-appropriate and proportionate way.

Our response will seek to:

- ensure the behaviour stops;
- protect the child who has been targeted;
- help the child understand the impact of their behaviour;
- identify any underlying needs or difficulties;
- provide appropriate support;
- develop empathy, social understanding and emotional regulation;
- work with parents/carers where appropriate; and
- use consequences in line with the Behaviour Policy where required.

Restorative approaches may be used where appropriate and where they are safe and suitable for the children involved.

A child's additional needs may inform how we respond, but they do not remove the expectation that everyone has a right to be safe and respected.

14. Safeguarding

Bullying can be a safeguarding concern.

Where a concern indicates that a child may be at risk of harm, staff will follow Hudson's Child Protection and Safeguarding Policy.

This may include concerns involving:

- serious violence;
- threats;
- sexual harassment or sexualised behaviour;
- discriminatory abuse;
- online harm;
- exploitation;
- coercive or controlling behaviour;
- significant emotional harm; or
- other safeguarding concerns.

Staff will report safeguarding concerns to the Designated Safeguarding Lead or deputy without delay.

KCSIE 2026 reinforces that safeguarding is everyone's responsibility and that staff should act immediately on concerns and follow the school's safeguarding procedures.

15. Bullying outside school

Bullying can occur outside school, including on journeys to and from school, in the local community, online and during weekends or holidays.

Where behaviour outside school has a direct impact on the safety, wellbeing or education of a Hudson pupil, the school will consider what action it can reasonably and appropriately take.

This may include:

- speaking with pupils and families;
- increased support or supervision in school;
- recording and monitoring concerns;
- safeguarding action;
- working with other schools or professionals;
- contacting the local authority or police where appropriate; or
- signposting families to relevant support.

16. Online bullying

Children's online lives are an important part of their wider wellbeing.

We teach children about:

- respectful online communication;
- safe use of digital technology;
- privacy and personal information;
- reporting harmful content;
- blocking and reporting users;
- the impact of sharing content;
- appropriate use of group chats and social media; and
- seeking help from a trusted adult.

Where online bullying is reported, we will consider the available evidence and the impact on the child.

Parents and carers are encouraged to preserve relevant evidence, such as screenshots or messages, where safe and appropriate.

The school may work with parents/carers and other agencies where online behaviour presents a safeguarding or significant wellbeing concern.

17. Recording and monitoring

Concerns and incidents will be recorded using the school's agreed recording systems.

Records will be used to:

- ensure appropriate follow-up;
- identify repeated concerns;
- monitor individual children;
- identify patterns or hotspots;
- identify potential prejudice-based trends;
- inform preventative work;
- support safeguarding;
- inform discussions with parents/carers and professionals where appropriate; and
- enable school leaders and governors to monitor the effectiveness of our approach.

The Headteacher and designated senior staff will review relevant information regularly.

Significant patterns or concerns will be reported through the school's safeguarding and governance arrangements.

18. Staff training

The Headteacher will ensure that staff have appropriate awareness of bullying, including:

- recognising bullying;
- responding to concerns;
- safeguarding implications;
- prejudice and discrimination;
- online bullying;

- SEND and vulnerability;
- restorative approaches;
- recording and reporting; and
- supporting children affected by bullying.

All staff are expected to understand and follow this policy.

19. Working with parents and carers

We recognise that parents and carers know their children well and may notice changes in behaviour or wellbeing before school does.

Parents and carers are encouraged to share concerns promptly.

School will:

- listen to concerns;
- gather appropriate information;
- explain the steps being taken where possible;
- maintain appropriate confidentiality;
- work collaboratively with families;
- provide appropriate support; and
- keep concerns under review where ongoing monitoring is required.

There may be occasions where information cannot be shared because of confidentiality, safeguarding or data protection requirements.

20. Equality, inclusion and respect

Hudson is committed to an inclusive school culture in which children and adults are treated with dignity and respect.

Bullying and discriminatory behaviour will be challenged because it undermines our school community and can create barriers to children's participation, wellbeing and learning.

Our anti-bullying approach supports our wider duties and commitments relating to equality, inclusion and safeguarding.

21. Monitoring and review

The Headteacher is responsible for the implementation of this policy.

The effectiveness of the policy will be monitored through:

- analysis of recorded incidents;
- safeguarding monitoring;
- behaviour monitoring;
- pupil voice;
- parent/carers feedback;

- staff feedback;
- attendance and wellbeing information where relevant;
- identification of patterns and trends; and
- governor monitoring.

The policy will be reviewed annually, or sooner where changes in legislation, statutory guidance, school practice or identified need require an earlier review.

The review will consider whether our preventative and responsive approaches are effective and whether further action is required.

Appendix 1: Pupil-Friendly Anti-Bullying Policy

At Hudson, we are Ready, Respectful and Safe

Everyone at Hudson has the right to:

- feel safe;
- be respected;
- be included;
- be themselves; and
- learn without being bullied.

What is bullying?

Bullying is when someone is **deliberately and repeatedly unkind or hurtful towards someone else**, and there is an imbalance of power.

Bullying can happen in lots of different ways.

It can include:

- hitting or hurting someone;
- threatening someone;
- repeatedly calling someone names;
- spreading rumours;
- deliberately leaving someone out;
- repeatedly being unkind because of who someone is;
- damaging or hiding someone's things;
- sending hurtful messages;
- sharing hurtful things online; or
- encouraging other people to be unkind.

Bullying can happen **inside or outside school and online**.

What should I do if I am being bullied?

Tell someone.

You can tell:

- your teacher;
- a teaching assistant;
- another member of staff;
- your SENDCO;
- a member of the pastoral team;
- the Headteacher; or
- another trusted adult.

You can also tell a parent or carer and ask them to contact school.

You do not have to deal with bullying on your own.

What if I see someone else being bullied?

Don't join in.

You don't need to put yourself in danger or confront someone.

Instead:

- support your friend;
- tell a trusted adult;
- help them to report what has happened; and
- remember that telling is the right thing to do.

Remember

If something is making you worried, frightened, upset or unsafe, tell someone.

You don't need to know whether it is officially called bullying.

At Hudson, we listen, we care and we help.

[Appendix 2: Information for Parents and Carers](#)

If you believe your child may be experiencing bullying, please contact school.

You can speak to your child's class teacher in the first instance or contact the school office.

Please provide as much information as you can, including:

- what your child has told you;
- when and where incidents have happened;
- who may have been involved;
- whether incidents appear to be repeated;
- any changes you have noticed in your child's wellbeing or behaviour; and
- any relevant online evidence, where appropriate.

Please do not contact or challenge another child or family directly.

School will listen to your concerns, gather appropriate information and take action proportionate to the circumstances.

We will work with you to support your child and monitor the situation.

School contact:

Hudson Primary School

0151 526 1568

enquiries@hudsonprimary.co.uk