



# Halwin School

## Anti-Bullying Policy

2025-26

Date Agreed:	Chair of Governors:	Headteacher:
September 2025	Mr M Bland	Mrs A Carr

### **Overview:**

Halwin School aims to provide a safe and nurturing environment where all pupils feel safe, valued, respected and able to voice any concerns they may have. Part of this environment is ensuring that any form of bullying is tackled swiftly and effectively. We celebrate diversity and promote the rights and wellbeing of all pupils, irrespective of gender, religion, disability, race, or age. By talking openly about these issues and promoting respect for differences, we reduce the likelihood of bullying incidents occurring.

Halwin School is committed to fostering an anti-bullying culture where the bullying of adults, children, or young people is not tolerated in any form.

### **Definition of bullying:**

Halwin School adopts the Anti-Bullying Alliance (ABA) definition:

*Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be physical, verbal, or psychological, and can occur face-to-face or online.*

We teach children the four key elements of bullying:

- Hurtful
- Repetition
- Power imbalance
- Intentional

Bullying can include:

- Physical: hitting, kicking, pushing, or taking belongings.
- Verbal: name-calling, teasing, sarcasm, threats, or spreading rumours.
- Emotional: isolating others, intimidation, humiliation, or manipulation.
- Online (cyber): harmful use of social media, messaging, or online posts.

- Prejudice-based: targeting someone because of race, religion, disability, gender identity, or sexual orientation.

For more information, visit the [Anti-Bullying Alliance](#).

Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Not all conflict is bullying. One-off disagreements or unkind behaviour are dealt with under our Behaviour Policy. However, a single serious incident may be treated as bullying where it is hate-related or presents a significant risk to safety.

## **The Effects of Bullying**

When bullying happens, it affects everyone in our school. It can harm a child's confidence, emotional wellbeing, and sense of safety. Children who bully others may also need support to change their behaviour. We recognise the importance of addressing all concerns quickly and ensuring mental health and emotional wellbeing are supported by trained staff.

## **How We Will Reduce Bullying:**

We will:

- Celebrate difference and promote respect for all.
- Build children's self-esteem and confidence in who they are.
- Ensure all adults model kindness, care and respectful behaviour.
- Teach pupils what bullying is and why it is unacceptable.
- Challenge all prejudiced, discriminatory or homophobic language.
- Encourage all pupils to tell an adult if they are worried about bullying

## **Reporting and Responding to Bullying:**

We take all reports of bullying seriously.

- Concerns should be shared with the class teacher in the first instance, who will inform the Headteacher
- A single point of contact (SPOC) will be assigned to liaise with the child(ren) and parents/carers
- Records of what happened, who was involved, and what was done to resolve the issue will be kept on CPOMS and monitored by the Headteacher
- Appropriate sanctions and support (as outlined in the Behaviour Policy) will be implemented, in consultation with all parties.
- Follow-up meetings will ensure the matter is resolved and not repeated.

## **Roles and Responsibilities:**

Everyone at Halwin School shares responsibility for preventing bullying.

- Staff should report all concerns and model positive behaviour.
- Pupils should tell an adult if they are worried about themselves or others.
- Parents and carers are encouraged to communicate concerns early. They should report concerns to the class teacher and not approach other children or families directly. They should reassure their child, encourage open communication, and work with the school to resolve issues.

A child being bullied may appear withdrawn, anxious, or reluctant to attend school. Staff are alert to these signs and act quickly.

## **Bullying Outside of School:**

We know that if children are having difficulties at home, it is impossible for them to do their best at school. The school has a responsibility to challenge all bullying which happens at school, on the journey to or from school and any form of cyberbullying. Although the school is not directly responsible for other bullying incidents in the local community, we do have the powers to apply sanctions in line with our behaviour policy. We will help to challenge bullying outside of school when we can and will work with pupils, families, the police, and community partners to help resolve issues.

## **Supporting Adults:**

Bullying of staff or parents by pupils, other parents, or colleagues is unacceptable.

Adults who have been bullied will be supported by:

- Offering an immediate meeting with the Designated Safeguarding Lead or Headteacher
- Providing advice to keep a record of incidents and supported to take appropriate next steps
- Reporting online bullying to service providers.
- Receiving reassurance, guidance, and appropriate or specialist follow-up support.

Adults who have perpetrated bullying will be helped by:

- Discussing the incident with a senior member of staff.
- Using school procedures to address grievances or concerns.
- If online, requesting that content be removed.
- Taking disciplinary, civil, or legal action where appropriate.

Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour and discipline policy.

### **Hate Crimes and Prejudice-Related Incidents**

Hate Crimes are any incident motivated by hostility or prejudice related to protected characteristics under the Equality Act 2010: race, religion or belief, sexual orientation, gender identity, or disability.

Protected Characteristics include:

- race – a person's ethnicity, nationality, country of origin, skin colour, etc.
- religion – a person's religion or faith, even if they have no religion.
- sexual orientation – a person's sexuality, whether they are heterosexual, homosexual, bisexual, asexual, etc.
- gender identity – an individual who is transgender or perceived to be transgender.
- gender - a person's sex
- disability – any person with: physical impairment;
- life-limiting illness;
- sensory disability;
- mental ill-health;
- learning disability;
- visual difference;
- diagnosis on the autistic spectrum

A hate incident may be recorded even if the target is only perceived to have that characteristic or belong to that community. The definition covers criminal and non-criminal incidents. It is irrelevant whether the behaviour is a criminal offence.

Hate Crime covers a range of behaviours, including:

- discrimination;
- exclusion;
- verbal abuse;
- physical assault;
- bullying including cyber-bullying; and
- inciting hatred

All incidents are recorded and reported to the Local Authority and, where appropriate, the police.

Responses may involve action and support from various agencies for both the victim and the perpetrator, for example, support from statutory services and voluntary groups relating to the protected characteristics.

## **Monitoring and Review**

The Headteacher monitors bullying concerns and reports termly to governors. Pupil and parent surveys include questions about safety and bullying; results inform staff training and curriculum planning. This policy will be reviewed annually or sooner if required.

## **Supporting Organisations and Guidance**

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

DfE: *Preventing and Tackling Bullying* (2017)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

ThinkUKnow: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

## **Links to Other Policies**

Safeguarding Policy

PSHE Policy

Behaviour Policy

Child-on-Child Abuse Policy