

ABBAY HILL PRIMARY AND NURSERY SCHOOL



ANTI-BULLYING POLICY

Date policy agreed:	July 2025
Date of next review:	July 2026
Headteacher signature:	
Chair of Governors' signature:	



OUR VISION AND VALUES

At Abbey Hill Primary School and Nursery, our vision is:

Achieving our Dreams Together

Our values are:

Ambition

Pride

Kindness

Resilience

We recognise that, as part of the context of our school with over 75% of pupils disadvantaged, Quality First Teaching is pivotal to our pupils.

As a result, we aspire:

- That every Abbeyhillians access Quality First Teaching, daily.
- That our children are given the skill, knowledge, understanding and opportunities to flourish.
- That adults have the highest expectations and are ambitious for our pupils.
- That Abbey Hill serves as a place to be inspired and enthused about learning.
- That the opportunity to think, wonder, create, imagine, play, develop and discover are all here on the hill.
- That good progress is secured for all pupils.
- That good practices in both planning and assessment help shape the futures of all Abbeyhillians.

Aims of the Policy

- To foster and maintain a sense of belonging through an ethos in which attending school is a positive experience for all.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe and listened to at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying including to support and protect victims of bullying
- To help and support bullies to change their attitudes and make positive choices.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.



Achieving our dreams together



Equality Statement

Abbey Hill Primary and Nursery School is committed to the principle of equality for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle.

We believe that equality is at the heart of good educational practice.

All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values, which we uphold as a school, help to emphasise equality for all staff and pupils at all times.

All personnel are responsible for ensuring that we implement this policy. Equality means that discrimination on the basis of race, religion, gender, sexuality, language, disability or family background is not acceptable.

Introduction

At Abbey Hill Primary and Nursery School, we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these ‘relational conflicts’ and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At Abbey Hill Primary and Nursery School we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2024) and was formulated in consultation with the whole school community with input from:

- Members of staff
- Parents/carers through Parent Governor representation
- Pupils
- Governors (through governor meetings and governor training)
- Other partners



This policy is available:

- Online
- From the school office
- Child friendly versions are on display and in welcome packs for new pupils

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head teacher (Adam Jevons-Newman) has overall responsibility for Anti-Bullying at our school. They are responsible for appointing an Anti-Bullying Leader and liaising with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

The Anti-Bullying Coordinator (Carole Deakin) is responsible for:

- Supporting policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

The Designated Safeguarding Lead (DSL) and their **Deputies** in our school are: Adam Jevons-Newman (DSL), Stephanie Karlonas, Sam Jeffs, Emma Ashley and Rachel Eyre (DDSLs). Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The nominated Governor with responsibility for Anti-Bullying and Behaviour is Karl Simpson

The school Inclusion Lead is our SENCO, Vicki Hardy

The school Behaviour Lead is our Deputy Headteacher, Stephanie Karlonas.



Inclusion

Inclusion Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. Our school policy has taken into account the six equality strands: race, ethnicity, gender, age, religion, disability and sexuality (REGARDS). This is to ensure that antibullying provision is provided in a sensitive and non-judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices.

What is bullying and how does it differ to relational conflict?

At Abbey Hill Primary and Nursery School we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is 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 online.”

All Abbeyhillians believe that:

- 🚫 Bullying is unacceptable.
- 💪 Seeking help, openness and honesty are regarded as signs of strength not weakness.
- 💡 All members of the school community will be listened to and taken seriously.
- 🌟 Bullying prevents us achieving our full potential.
- 😊 Everyone has the right to work and learn in an atmosphere that is free from fear.
- 👤 All of us have a responsibility to ensure that we do not abuse or bully others.
- 🗣️ We should talk to an adult if we are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously. Abbeyhillians should be involved in decision making about matters that concern them.
- 🛡️ We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

What might bullying look like?

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion or culture
- special educational needs or disability
- appearance or health conditions



- sexual orientation
- gender
- home circumstance including Children in Care and young carers

Bullying can be direct or indirect and includes:

- Verbal bullying - name-calling, taunting, mocking, making offensive comments and teasing including those of a racial, homophobic or sexual nature.
- Physical bullying – kicking, hitting, punching, pushing and pinching.
- Emotional bullying - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money.
- Cyber bullying – offensive text messaging, inappropriate use of gaming sites or social network, e-mailing and sending degrading images by phone or the internet.

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, eg name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Call 999 if you or someone else is in immediate danger.

However, we also recognise that incidents may occur between pupils, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel



supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

At Abbey Hill Primary and Nursery School we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

There is no hierarchy of bullying: **all forms of bullying are taken equally seriously and will be dealt with appropriately.**

Our school understands that banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying, and it can be an important part of social bonding and friendships. At the same time, we know that some bullying in society is passed off as ‘just banter’, and we know that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

Our school defines ‘prosocial banter’ as ‘playful, typically funny, teasing between friends’. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying. School staff will distinguish between banter and bullying by taking careful consideration of the *intention, content and topic* of reported incidents.

We view it that it is important our pupils also understand this and so this forms an element of the anti-bullying teaching and learning which school delivers to pupils.

How to report bullying concerns

At Abbey Hill Primary and Nursery School we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff: this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a Midday supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report



concerns to. We also have worry monsters and non-verbal methods of recording including use of talk and draw and open talk time with our Child and Family Support Worker.

A dedicated team of Anti-Bullying Ambassadors are visible around school at breaks and lunchtimes. They are trained by the Anti-Bullying Leader, lead assemblies and wear special polo-shirts so that all pupils know who these children are.

If a child reports any concerns about bullying, to a member of staff, the member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's recording system (MyConcern) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher (in person or via the office) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting or phone call to allow for more time to discuss the concerns in detail. Following the report, the teacher will make a formal record of the bullying report on the school's recording system (MyConcern) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of alleged-bullying and bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection



Regulations). This may mean, at times, that we are not able to provide or share information or updates.

School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to either: a Designated Safeguarding Lead/a member of SLT/ the Anti-Bullying Leader. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (MyConcern) and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to a Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (My Concern) and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:



- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupils's age, maturity and competence to make their own decisions.

How our school will respond to reports of bullying

At Abbey Hill Primary and Nursery School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected.

Our school keeps records of all reports of bullying, this information is stored on our school's recording system (My Concern). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly by staff to ensure staff are kept up-to-date and are alert to any ongoing concerns.

Monitoring sheets (completed by pupils) are completed for up to 2 weeks, then the situation is reassessed. Information is shared with parents and a paper copy is kept in the Anti-Bullying file in the staffroom.

Some of our school's responses may include, but may not be limited to:

- Talking to all pupils involved in the reported incident – this may include the alleged victim, the alleged perpetrator, and any bystanders/witnesses
- Talking to the parents/carers (of the victim and/or the alleged perpetrator)
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, **but will send out a message that bullying is unacceptable**
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council, Social Care etc.)
- Liaise with members of the Trust Central Team
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the Nottinghamshire MASH



- Refer to the Nottinghamshire County Council ‘Pathways to Provision’ document and complete an EHAF if appropriate

If a parent/carer is not satisfied with our school’s actions, we ask that they follow our school’s complaint policy and procedures. This is available online from our school website and on request from the school office.

Strategies for preventing bullying

At Abbey Hill Primary and Nursery School we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- A clear and embedded behaviour policy and system of sanctions and rewards.
- All staff model expected behaviour
- Active school parliament with representatives from each year groups
- Anti-Bullying ambassadors / playground friends – peer-mentoring schemes
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Diversity Week (June)
- Robust R(S)HE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Our Character Curriculum
- Dedicated resources to support teaching around racism
- Drop down days / themed days to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- Nurturing provision
- Specific initiatives for identified individuals or groups
- The school website
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school’s actions, we ask that they follow our school and Trust complaint policy and procedures. This is available online from our school website, and on request from the school office.



Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

Policy	How it may link
Child-on-child Abuse Policy (Previously named 'Peer-on-peer')	Includes links to bullying – specifically sexualised bullying and exploitation
Behaviour Policy	Includes details about the rewards and sanctions for pupils
Child Protection and Safeguarding Overarching Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

