

# Holgate Primary School

# Anti Bullying Policy

May 2026



At Holgate Primary and Nursery school, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our collaboration are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

- P= personal**
- R= responsibility**
- I = in**
- D= delivering**
- E= excellence**

Frequency of Review:                      Annually

Reviewed and Approved by:              The Combined Committee of the Governing Body

Date:    May 2026

Date of Next Review:                        Summer 2027

Reviewer:                                      Sally Harvey - Executive Inclusion Leader

Signed: -----(Chair of Governing Body)              Date: -----

## **Introduction**

At Holgate Primary School, we believe that all pupils have the right to learn in an inclusive, safe, caring and friendly environment, free from fear of bullying. Bullying of any kind is unacceptable and will not be tolerated.

We recognise the negative impact bullying can have on pupils' wellbeing, confidence and learning. We are committed to preventing bullying and responding promptly, effectively and consistently when concerns arise. Pupils are taught the confidence and strategies to speak up and report worries, knowing that they will be listened to, supported and that appropriate action will be taken.

We promote an ethos of respect, kindness and understanding. Open discussion about differences between people is encouraged, and diversity is actively celebrated so that all pupils feel valued and included. This inclusive approach supports pupils to develop positive relationships and respect for others.

We recognise our responsibility to understand the community we serve and to respond to identified concerns. We adopt a contextual approach to bullying and child-on-child abuse, recognising that incidents can occur both in and beyond the school setting. Where appropriate, we work in partnership with families and external agencies to ensure effective support is in place.

We expect pupils to act safely and to feel safe in school. This includes understanding different forms of bullying, including prejudice-related bullying, and knowing how to seek help if they feel worried about their own or others' safety.

We want parents and carers to feel confident that their children are safe and well cared for at Holgate Primary School, and that any incidents are dealt with promptly, sensitively and effectively, with pupils' wellbeing at the centre of all actions.

## **Aims and objectives**

At Holgate Primary School, our aim is to create a safe, inclusive and respectful learning environment where all pupils take personal responsibility for their behaviour, contribute positively to the school community and are supported to achieve excellence in learning and conduct. We are committed to preventing bullying and ensuring that all pupils feel valued, secure and confident to thrive.

### **We seek to achieve this by:**

- Promoting personal responsibility, empowering pupils to recognise the impact of their words and actions and to make positive, respectful choices at all times.
- Setting high expectations for behaviour and conduct, ensuring pupils understand that kindness, respect and inclusion are essential to delivering excellence for themselves and others.
- Educating pupils about bullying in all its forms, including prejudice-related bullying, so they can identify unacceptable behaviour and challenge it appropriately.
- Encouraging pupils to speak up if they experience or witness bullying, and developing their confidence to seek help, report concerns and support one another.

- Responding to incidents promptly and effectively, ensuring clear, fair and consistent action that supports those harmed and holds individuals accountable for their behaviour.
- Promoting an inclusive culture, where diversity is respected and celebrated, and differences are discussed openly and positively.
- Working in partnership with parents, carers and external agencies where needed, recognising that responsibility for pupils' safety and wellbeing is shared.
- Supporting pupils to learn from their mistakes, using restorative approaches where appropriate so that behaviour improves and high standards are maintained.

## Legal Framework and Statutory Requirements

The legal frameworks underpinning this Anti-Bullying Policy provide crucial guidance and statutory duties for schools to ensure the safety and well-being of all pupils.

These are:

- **The Children Act 1989:** Reinforces our responsibility to protect children from emotional harm caused by bullying, aligning with our safeguarding obligations.
- **Human Rights Act 1998:** Protects pupils' rights to a safe environment, free from degrading treatment and bullying, ensuring respect for all individuals.
- **Education Act 2002:** Places a duty on schools to safeguard children, which includes taking effective action against bullying to protect children's welfare.
- **Education and Inspections Act 2006:** Requires schools to promote good behaviour and prevent bullying, both within school and beyond the school gates, such as during online activities.
- **Equality Act 2010:** Ensures that our policy addresses bullying related to protected characteristics, such as race, disability, or sexual orientation, fulfilling our legal duty to prevent discrimination and promote equality.
- **Preventing and Tackling Bullying (2017):** Provides best practice guidance for preventing and responding to bullying, helping us create a safe and inclusive school culture.
- **Keeping Children Safe in Education 2025:** Directs schools to have clear measures for addressing child-on child abuse, including bullying, as part of their safeguarding responsibilities.

These frameworks ensure that our policy is comprehensive, legally compliant, and focused on creating a safe, supportive environment where all children can learn and flourish.

## What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally. It is important to recognise that bullying can be carried out by one person or a group of people, and can be directed at a single individual or multiple individuals.

Bullying can take many forms, including:

- **Physical bullying:** Hitting, kicking, pushing, tripping, damaging belongings or any use of physical aggression.
- **Verbal bullying:** Name-calling, teasing, insults, threats, mocking, or hurtful comments.
- **Emotional or psychological bullying:** Repeated behaviour that harms a person's self-esteem, such as intimidation, humiliation, manipulation or deliberate exclusion.

- **Social bullying (relational bullying):** Excluding someone from a group, spreading rumours, encouraging others not to be friends with someone, or damaging peer relationships.
- **Cyberbullying:** Bullying through electronic communication, including social media, messaging apps, emails or online games. This may include posting unkind content, sharing images, sending hurtful messages or online exclusion.
- **Prejudice-related bullying:** Bullying related to protected characteristics, including:
  - race or ethnicity
  - religion or belief
  - gender or gender identity
  - sexual orientation
  - disability or special educational needs
- **Sexualised bullying**  
Unwanted or inappropriate comments, gestures or behaviour of a sexual nature - this is treated seriously and may fall under safeguarding procedures.

## Is it Bullying?

**How can you tell if someone is being bullied?  
The information below can help you decide if someone is being bullied or if it is something else.**

**One off?**  
Someone is being mean on purpose.  
It is a one time thing.  
Someone may be responding to hurt feelings.

**Joking around?**  
Everyone is having fun.  
No-one is getting hurt.  
Everyone is joining in equally.

**Conflict?**  
Two people with a balance of power, in a conflict or disagreement.  
A solution can usually be found.

**Bullying?**  
Repeated, unwanted, negative behaviour towards someone.  
Behaviour happens several times on purpose.  
Someone is being hurt on purpose.

**STOP  
BULLYING**

**If you think someone is being bullied...  
Tell our DSL team or a member of staff in school straight away.**

Bullying is not a one-off instance of conflict or meanness but involves repeated, unwanted negative behaviour intended to harm. Not all incidents of unkind behaviour are bullying. Incidents are considered bullying when behaviour is repeated, intentional and causes harm. We use the following acronym to support children in identifying bullying and knowing how to seek help:

What is bullying?  
We can define this as...

What if you are bullied?



You should always...



### Preventative Strategies

At Holgate Primary School, we take a proactive approach to preventing bullying by promoting positive relationships, personal responsibility and high standards of behaviour across all aspects of school life. We do this through:

- **Restorative approaches:** Encouraging open communication, reflection and accountability, supporting pupils to understand the impact of their actions, take responsibility and repair relationships.
- **School ethos and values:** Embedding our ethos of *Personal Responsibility In Delivering Excellence* through daily practice, modelling respect, kindness and high expectations for behaviour.
- **Curriculum provision:** Teaching anti-bullying themes through PSHE, Relationships and Health Education (RHE), and Online Safety lessons, alongside focused activities such as Anti-Bullying Week and themed learning opportunities.
- **Collective reflection and assemblies:** Providing regular opportunities for pupils to reflect on behaviour, relationships and values, reinforcing messages of respect, inclusion and responsibility.
- **Work with external agencies:** Delivering workshops and learning sessions led by trusted external providers to strengthen pupils' understanding of online safety, bullying and personal safety where appropriate.
- **Pupil responsibility:** Supporting pupils to develop personal responsibility by modelling positive behaviour, showing kindness and respect, promoting inclusion and contributing constructively to school life.

### Procedures for Reporting and Responding to Bullying

All reports of bullying are taken seriously and are dealt with promptly, consistently and effectively. The following procedures apply to all suspected or confirmed incidents.

#### 1. Reporting

Pupils are encouraged to take personal responsibility for their safety and wellbeing by speaking up if they experience or witness bullying.

- Pupils can report concerns to any member of staff, including their class teacher or a trusted adult.
- Pupils are reminded regularly who the Designated Safeguarding Leads (DSLs) are and how to seek support.

- Every class has a Worry Monster and there's an online Worry Monster for ease of access at home.
- Additional emotional support is available through pastoral support systems within school.
- Parents and carers can report concerns directly to the school by speaking with staff, contacting the School Office, or by using any of the communication channels such as email or messages.

All reports are listened to carefully and taken seriously.

## **2. Recording**

- All incidents of child-on-child abuse or bullying are logged on the school's management system (MIS) Arbor or MyConcern in line with the Behaviour Policy.
- Where concerns meet the school's definition of bullying, or where an allegation of bullying is made, the incident is also recorded on the school's safeguarding recording system.
- Recording incidents enables leaders to:
  - monitor patterns and frequency of behaviour
  - identify pupils requiring additional support
  - inform curriculum planning, targeted provision and early intervention

## **3. Investigation**

- A senior leader will investigate all reports of bullying.
- Investigations are completed promptly and involve speaking to all relevant pupils and, where appropriate, witnesses.
- Investigations normally begin on the same day the concern is reported; if reported at the end of the school day, they begin the following day.
- Outcomes and actions are recorded clearly on MyConcern.
- Parents and carers of all pupils involved will be informed at the earliest appropriate opportunity and supported to understand the school's procedures and next steps.

## **4. Response and Action**

Holgate Primary School has a zero-tolerance approach to bullying. However, our response is designed to address the behaviour and provide opportunities for learning and personal development, supporting pupils to take responsibility for their actions.

- Confirmed cases of bullying are treated as serious incidents.
- Immediate actions are taken to:
  - safeguard and support the pupil experiencing bullying
  - address and challenge the bullying behaviour
  - prevent recurrence
- Consequences are proportionate and progressive, increasing in seriousness if bullying behaviour continues.
- Restorative approaches may be used where appropriate to help pupils reflect, repair relationships and improve behaviour, while maintaining clear boundaries and expectations.

In cases of confirmed bullying, consequences will be implemented in line with the behaviour policy. The Senior Leadership Team (SLT) will use their discretion to determine which consequence is most appropriate based on the nature of the incident, previous behaviour history, and the age/maturity of the child involved. Wherever appropriate, this will be in partnership with parents/carers.

## **5. Support**

We use restorative approaches to support pupils, focusing on repairing harm, rebuilding relationships and promoting personal responsibility.

Pupils who experience bullying are given appropriate pastoral support to help ensure their emotional wellbeing. This may include mentoring or counselling, depending on individual need. Support is reviewed regularly to ensure it remains effective.

Pupils who display bullying behaviour are supported to understand the impact of their actions and are provided with behaviour support to address underlying needs and support positive change. Where appropriate, the school may work with external agencies, such as educational psychologists or behaviour support services, to ensure the wellbeing, progress and longer-term success of all pupils involved.

## **6. Follow-Up**

Following any bullying incident, the school will carry out ongoing follow-up to ensure that the bullying has ceased and that pupils feel safe and supported.

Relationships will be monitored and, where appropriate, supported through restorative conversations. Follow-up actions and reviews are recorded on MyConcern, and staff will regularly check in with the pupil(s) involved to ensure concerns have been resolved and no further issues arise.

Monitoring will continue for as long as necessary to ensure sustained improvement in behaviour and positive outcomes for all pupils.

## **7. Working with Parents and Carers**

At Holgate Primary School, we value the vital role that parents and carers play in supporting their child's well-being and behaviour. Positive collaboration between home and school is key to addressing any concerns and ensuring the best possible outcomes for all children.

The school encourages open communication and will:

- Keep parents/carers informed of bullying incidents involving their child.
- Provide advice and support to parents/carers on dealing with bullying at home or in the community.
- Work collaboratively with families to resolve bullying incidents and prevent further occurrences. We ask that parents work closely with us to support their child(ren) through the procedures outlined in this policy. This includes keeping open lines of communication with the school and being actively involved in any actions taken to address bullying incidents.

The relationship between school and home emphasises the importance of parents and carers allowing the school to manage and resolve conflicts between pupils. It is crucial that families trust our trained staff to follow the appropriate processes to address incidents of bullying. Parents and carers are strongly advised not to attempt to resolve conflicts between children themselves, as this can often escalate situations and affect relationships further.

We also ask that all members of our school community follow the Transform Trust Parent Code of Conduct, which outlines the respectful and supportive behaviours we expect from everyone in our school community. This code helps ensure that together, we create a positive, nurturing environment where all children feel safe and valued.

We appreciate the partnership of our families in maintaining a respectful and caring school community, and in modelling personal responsibility and positive behaviours that reflect our shared commitment to delivering excellence.

## **8. Single Equality Incidents**

Holgate Primary School is committed to promoting equality and ensuring that all members of our school community are treated with respect, dignity and fairness. Any form of bullying or discriminatory behaviour related to a protected characteristic, including race, gender, disability or religion, as defined by the Equality Act 2010, will be treated as a Single Equality Incident.

All Single Equality Incidents are recorded on the school's safeguarding system, MyConcern. The number of incidents, alongside the school's response and actions taken, is reported to governors on a half-termly basis and shared with Transform Trust on a termly basis, ensuring transparency and accountability.

Parents and carers will be informed of any Single Equality Incident involving their child, whether as the pupil affected or as the pupil responsible for the behaviour. The school will work in partnership with families to provide appropriate and timely support.

- **Support for the pupil affected:**  
Pupils will receive pastoral support, which may include mentoring or counselling, to ensure they feel safe, listened to and supported.
- **Support for the pupil responsible:**  
Pupils involved in discriminatory behaviour will be supported to take personal responsibility for their actions. This includes behaviour support and re-education to help them understand the impact of their behaviour and to develop more respectful, inclusive attitudes and behaviours.

By responding promptly, consistently and collaboratively, Holgate Primary School aims to promote personal responsibility, challenge discrimination and foster a respectful and inclusive environment where excellence is expected and achieved by all.

## **9. Bullying Outside of School Premises**

Under the Education and Inspections Act 2006, headteachers have the right to regulate pupils' conduct outside the school gates. This includes bullying that occurs off-site or online. The school will take action in line with our behaviour policy when bullying occurs:

- On school transport.
- During off-site visits, including residential trips.
- Via social media or electronic communication between pupils.

## **10. Supporting Pupils with SEND**

We are aware that pupils with Special Educational Needs and Disabilities (SEND) are particularly vulnerable to bullying. This policy aligns with our SEND policy, and we will ensure that appropriate support is given to SEND pupils both in preventing bullying and responding to it. Reasonable adjustments and personalised strategies may be made to support pupils with SEND who are involved in bullying, whether as a victim or as the individual bullying others.

## **11. Related Policies**

This Anti-Bullying Policy is supported by and should be read in conjunction with the following policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- E-Safety Policy
- SEND Policy
- Complaints Policy
- PSHE / Talking Points Curriculum

## 12. Monitoring and Evaluation

At Holgate Primary School, we are committed to regularly reviewing and evaluating the effectiveness of our Anti-Bullying Policy to ensure it remains responsive, effective and reflective of our school community. Bullying incidents are monitored carefully to ensure responses are timely, appropriate and effective, with a clear focus on prevention, personal responsibility and positive impact.

- **Reporting to Governors and Transform Trust** All bullying incidents are reported to the Governing Body on a half-termly basis. A termly report is shared with Transform Trust. Reports include analysis of the nature and frequency of incidents, patterns or emerging trends, actions taken and outcomes achieved. This ensures accountability and supports strategic oversight and challenge. The Head of School, Executive Inclusion Leader / Senior DSL oversee the implementation and monitoring of this policy.
- **School Response and Levels of Support** The school's response to bullying is delivered through three graduated levels of support:
  - **Universal Support:** Whole-school approaches that promote positive behaviour, respect and inclusion, including assemblies, curriculum-based anti-bullying learning, PSHE, online safety education and awareness events such as Anti-Bullying Week.
  - **Targeted Support:** Interventions for individuals or small groups where concerns have been identified. This may include mentoring, behaviour support plans or restorative approaches to help pupils reflect, take responsibility and improve behaviour.
  - **Specialist Support:** Where more intensive support is required, the school may work with external agencies, such as educational psychologists, mental health practitioners or behaviour support services, to ensure pupils' wellbeing and progress.
- **Curriculum Adaptation** Monitoring information is used to inform curriculum planning. Where patterns or trends are identified, the school may adapt learning to address specific needs. This may include additional PSHE or online safety lessons, focused work on empathy, respect and inclusion or targeted class / group discussions to reinforce expectations and understanding

We believe every child deserves to feel safe, respected and valued. By working in partnership with pupils, staff, parents, governors and the wider community, we aim to create an environment where bullying is not tolerated and where pupils are supported to take personal responsibility in delivering excellence.