



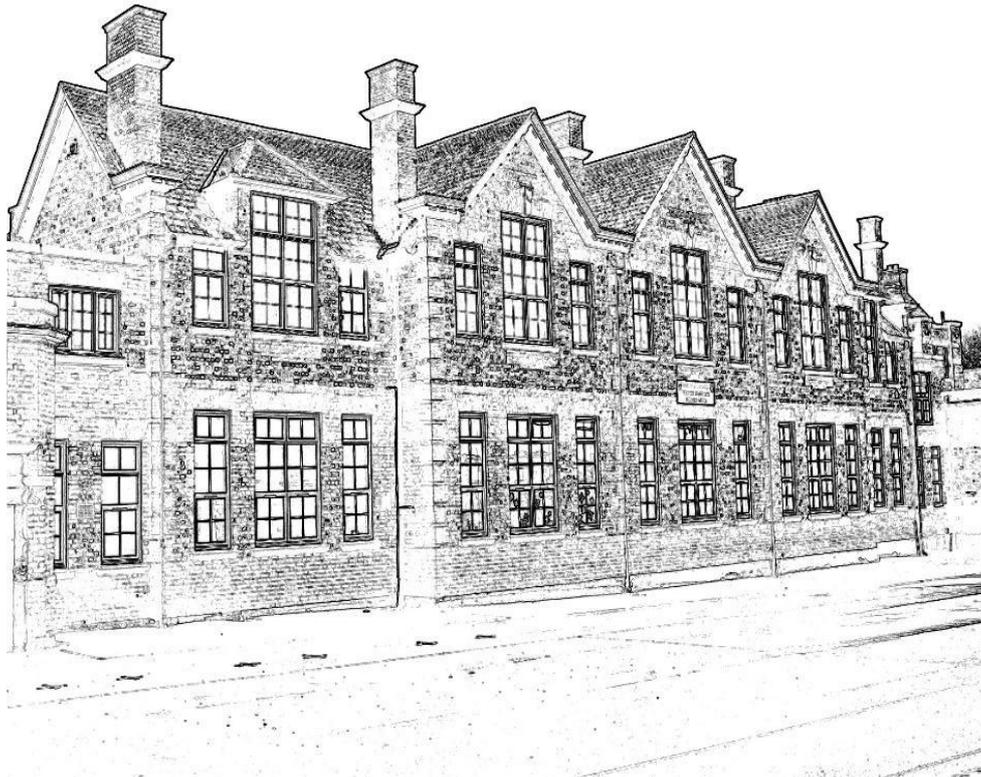
Timothy Hackworth Primary School

‘Respectful and resilient; being the best that we can be.’

Anti-Bullying Policy

CRC Article 29: All children have the right to be the best that they can be.

CRC Article 19: All children have the right to be safe.



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| Date policy approved/adopted: | March 2026 |
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| Approved by: | Governing Body |
| Head Teacher signature: | <i>Mrs. L. Boulton</i> |
| Chair of Governors signature: | <i>Mrs. P. Crook</i> |

Anti-Bullying Policy

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| Date of Policy: | March 2026 |
| Review Date: | March 2027 |
| Subject Lead: | Mrs. A. Finkle |
| Governors for Behaviour: | Mrs. S. Quinn Personnel and Discipline Committee |

Our School Vision

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

Mission Statement (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so that they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

This Policy should be read in conjunction with the CRC and Respectful Relationships Policy (Behaviour Policy), and the PSHE, Relationships and Health Education (including Relationships and Sex Education) Policy.

CRC Article 28: All children have the right to a good quality education.

CRC Article 19: All children have the right to be safe.

CRC Article 12: All children have the right to be heard.

All policy and practice in Timothy Hackworth Primary School respects children's dignity.

Equalities Information

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in respect to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (LGBTQ+).

Anti-Bullying Policy Statement

The aim of this policy is to ensure that Timothy Hackworth Primary School is a safe place in which to work, develop and grow.

Our ethos is that:

Bullying, in any form, and by and towards any person, will not be tolerated in this school.

Our commitment is that:

Claims of bullying will be listened to earnestly and action will be taken. Bullying behaviour is viewed seriously and is dealt with promptly. There is no such thing as acceptable bullying.

Aims:

To create and maintain a culture of care and support where everyone feels valued because of who they are. This is in relation to the Equality Act 2010.

Everyone in Timothy Hackworth Primary School has the right to positive experiences in a secure and sustaining learning and working environment.

Intent

Our aim is to ensure that Timothy Hackworth Primary School is a safe place in which to work, develop and grow, where bullying, in any form, and by and towards any person, will not be tolerated. We strive to ensure that our pupils have the opportunity to demonstrate resilience, resourcefulness, reflectiveness and reciprocity and have the ambition to be successful members of their community. We aim to provide varied opportunities to raise awareness of

the different forms bullying may take and to make sure that staff, parents, carers and children have the skills and knowledge to address bullying effectively.

Implementation

We are a Gold Rights Respecting School and this ethos is embedded at Timothy Hackworth Primary School. We aim to create a climate in which everyone agrees that any form of bullying is unacceptable. Children need to understand what constitutes bullying, how to recognise the different forms that it may take, both online and offline, and the effect it has on the lives of children and young people. Children need to understand what to do and how to get help.

Respectful relationships pervade our rights respecting school ethos. Our anti-bullying approach is underpinned by our whole school positive behaviour system, which includes Restorative Approaches, Trauma Informed Schools approaches and our 'Zones of Regulation' approach.

We enhance opportunities to learn about anti-bullying and positive relationships at every opportunity, including: our day to day interactions with children; our focus on Personal, Social, Health and Economic Education, (particularly Relationships Education); our online safety curriculum; our planned programme of assemblies; Family Groups, where children meet to learn about children's rights, respectful relationships and global issues; 'Let's Think; Let's Talk', which provides additional opportunities for children to develop their oracy skills, which includes the development of debating skills, and their understanding of the world around them; and specific events such as Anti-Bullying Week, Show Racism the Red Card and Safer Internet Day. Our curriculum highlights positive behaviours throughout school and the wider community.

We all understand that creating a safe environment and dealing with bullying is our shared responsibility. We have Restorative Peer Mediators, Equality and Diversity Champions and Anti-Bullying Ambassadors, who are trained to support their peers. We monitor and analyse behaviour rigorously and have systems in place to deal with any issues that may arise.

The Anti-Bullying Focus Group have an input into the writing of the Anti-Bullying Policy and have designed posters to raise awareness, which are displayed in classrooms and around the school environment. Staff and children have high expectations of behaviour.

The Anti-Bullying Policy and events information is published on the school website. The website and the school newsletter continue to provide parents and carers with information about respectful relationships, equality and diversity and children's rights.

Children complete an Anti-Bullying Questionnaire annually to assess their perception of any potential bullying in school, which will subsequently lead to further activities if necessary.

Impact

Through our whole school approach, we create an environment where incidents of bullying are very rare, and when they do occur, children have the confidence, strategies and skills to deal with the incident to create a positive outcome, supported by the adults in school.

What is Bullying?

“The **repetitive, intentional** hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

We acknowledge that there are many forms of bullying including:

- ❖ **Physical** - pushing, poking, kicking, hitting, biting, pinching etc.;
- ❖ **Emotional** - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidation, exclusion, manipulation and coercion;
- ❖ **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing and belittling;
- ❖ **Social** - lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance;
- ❖ **Online** - posting unkindly on social media, sharing photos without permission, sending nasty text messages, social exclusion;
- ❖ **Homophobic, Biphobic, Transphobic Bullying** - this can take the form of rumour-mongering, social isolation, text messaging and frightening looks, as well as more obvious forms of bullying. It does not just affect young people who identify as lesbian, gay, bisexual, transgender or queer (or questioning) (LGBTQ+). In schools, HBT bullying can directly affect any young person who identifies as LGBT+ or has LGBT+ members in their family;
- ❖ **Sexist, Sexual or Transphobic Bullying** - refers to bullying when someone (or a group of people), repeatedly harms another person or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to gender norms. The root cause of these forms of bullying is gender inequality;

Sexist - this bullying is based on sexist attitudes that when expressed, demean, intimidate or harm another person because of their sex or gender;

Sexual - this includes physical, verbal or non-verbal/psychological bullying behaviour e.g., suggestive sexual comments or innuendo, including offensive comments about sexual reputation; or sexual language that is designed to subordinate, humiliate or intimidate;
- ❖ **Transphobic** - bullying behaviour towards someone who is transgender. 'Transgender' is an umbrella term that describes someone whose gender is different from what is assigned on their birth certificate;
- ❖ **Harassment** - unwanted behaviour which is offensive, intimidating and humiliating. It can happen on its own or alongside other forms of discrimination. Harassment can be

spoken, written, or online. Harassment can make someone feel intimidated or offended.

- ❖ **Racial Bullying** - refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their age, colour, ethnicity, faith, community, national origin or national status.
- ❖ **Peer-on-Peer Abuse** – includes, but is not limited to, physical and sexual abuse, sexual harassment and violence, emotional harm, and on and off-line bullying.
- ❖ **Special Educational Needs and Disabilities** - when someone is being verbally, physically or emotionally bullied because of their learning difficulties or disabilities.
- ❖ **Generative Artificial Intelligence (AI)** - Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Timothy Hackworth Primary recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Timothy Hackworth Primary will treat any use of AI to bully pupils in line with our Anti-Bullying Policy.

Any of these behaviours can become bullying when they are **deliberately repeated**.

Children and adults must be clear about what constitutes bullying, as misconception of isolated instances of social difficulties could distract from actual instances. We work hard to ensure that all pupils know the difference between bullying and conflict and falling out between pupils.

Possible Indicators of Bullying:

- Erratic absences;
- Reluctance to socialise;
- Avoidance of playtime;
- Moodiness/emotion;
- Reluctance to go home;
- Lack of appetite;
- School refusal;
- Poor standard of work;
- Missing or damaged possessions;
- Aggression;
- Excessive shyness.

It is important that parents/carers come to see us if a child shows a number of these signs.

What we do in school to promote respectful relationships

We have:

- ✓ respectful relationships that pervade our school ethos. Our anti-bullying approach is underpinned by our whole school positive behaviour system, which includes Restorative Approaches, Trauma Informed School approaches and 'Zones of Regulation';
- ✓ a comprehensive Personal, Social, Health and Economic Education (including Relationships and Sex Education) and Online Safety curriculum;
- ✓ whole school assemblies planned in relation to a variety of themes;
- ✓ Family Groups, where children use their pupil voice, to discuss their rights;
- ✓ a safe environment, where keeping children safe is our shared responsibility;
- ✓ specific events during the year such as Anti-Bullying Week and Safer Internet Day;
- ✓ Restorative Peer Mediators, Equality and Diversity Champions and Anti-Bullying Ambassadors, trained to support their peers;
- ✓ rigorous monitoring of behaviour, and systems in place to deal with any issues that may arise, including the use of Incident Logs as appropriate;
- ✓ an Anti-Bullying Focus Group which helps to write the Anti-Bullying Policy and design posters to raise awareness, which are displayed in classes and around the school environment;
- ✓ staff and children with high expectations of behaviour;
- ✓ our Anti-Bullying Policy and events information which are published on the school website. The website and the school newsletter continue to provide parents and carers with information about respectful relationships, equality and diversity and children's rights;
- ✓ the UNICEF Rights Respecting School Award – Gold Level;
- ✓ the belief that bullying is a behaviour choice and that anyone can change their behaviour;
- ✓ 'Let's Think, Let's Talk', which is an oracy project to develop the children's skills in expressing themselves and in understanding how to disagree politely, to be assertive of their opinions and recognise that other people may have a different viewpoint;
- ✓ Lunchtime Supervisors who promote positive behaviour and encourage this with a range of rewards. Lunchtime Supervisors have received Restorative Approaches training.

How are issues brought to attention?

- A teacher/adult is informed by a child or a witness to an incident.
- A parent/carer approaches the school.
- The Head Teacher is informed of a parental concern.
- An issue is highlighted by staff.
- Children can report bullying to a Restorative Peer Mediator or Anti-Bullying Ambassador or post a message in the class Worry Box.
- An issue is highlighted in Place2Talk or Place2Be.

Once an issue is highlighted:

- The issue is dealt with promptly.
- The teacher/adult listens.
- The teacher/adult does not make judgements about the children involved – only the behaviour is the issue.
- The teacher discusses the incidents and behaviours involved in a calm and assertive manner. The Pupils and Families Intervention Support Lead and/or SLT may be involved depending on the incident/s.
- Restorative Approaches may be used to help resolve any conflict.
- Expectations of improved behaviour are considered and consequences given from the school's Respectful Relationships Policy.
- The teacher/adult informs the Head Teacher.
- The teacher, Pupils and Families Intervention Support Lead or a member of the SLT may inform parents depending on the incident/s.
- The situation is monitored and recorded using the appropriate documentation.

Further Actions that may be taken:

- The class teacher informs the Head Teacher of the background to the situation and of the action already taken.
- The Head Teacher discusses the situation with those involved.
- The children are made aware that the issue is now more serious.
- The Head Teacher restates the school's expectations and requests that the children adhere to those expectations.

Ultimate Action:

- An appointment is made to speak to the parents of those involved.
- Parents are made aware of their children's behaviour and shown records of incidents and attempts made to rectify the situation.
- The Head Teacher, class teacher and parents agree upon a course of action.

- If no improvement is seen, an issue may incur more serious consequences, up to and including, suspension, at the discretion of the Head Teacher.

Special Educational Needs and Disabilities

The SENDCO and Anti-Bullying Lead will support identified SEND pupils, their parents and staff, to ensure information on individual children with Special Educational Needs and Disabilities supports their needs as appropriate.

Every registered SEND pupil in school accesses a SEND Support Plan, which may focus on Social, Emotional and Mental Health needs. Individual targets are used where appropriate.

Expectations of all pupils, including those of SEND pupils, in relation to behaviour, will be high. SEND pupils will be expected to be the best that they can be.

Vulnerable Children

The school supports vulnerable pupils in a variety of ways, for example: the use of Restorative Peer Mediators, Equality and Diversity Champions and Anti-Bullying Ambassadors on playgrounds; the Zones of Regulation, Trauma Informed School and Restorative Approaches; Place2Talk; Place2Be; our Pupils and Families Intervention Support Lead; and the use of outside agencies as appropriate. The Pupils and Families Intervention Support Lead meets regularly with various children across the day and checks in with them to make sure they are well. All staff involved with the children, including from other services, facilitate effective communication systems to ensure that identified children are appropriately supported. External support services and related professionals, for example, the School Nurse Service, the Behaviour Intervention Team and CAMHS, are involved with identified children as appropriate and the necessary support provided.

Online Safety and Online Behaviour

We teach Online Safety as part of our curriculum and have Digital Leaders from each class to help promote Online Safety and positive ways to use social media and technology.

More Able and Talented Children

Those identified children who present as more socially mature and demonstrate high levels of social skill and understanding will support their peers, where necessary and as appropriate.

Monitoring and Evaluation

The monitoring of Anti-Bullying teaching and learning in our school will take place through the:

- analysis of school termly behaviour data;
- ongoing discussions with the Pupil and Families Intervention Support Lead and Place2Be staff;
- updating and analysis of Incident Log information;
- ongoing updates between the Anti-Bullying Lead and the SENDCO;
- monitoring of short-term planning by the Anti-Bullying Lead;
- observations and Learning Walks by the Anti-Bullying Lead and SLT where appropriate;
- discussion during curriculum development staff meetings in order to further develop provision and practice, respond to queries, review resources etc.;
- informal discussions between staff and the Anti-Bullying Lead;
- the completion of any whole school Anti-Bullying project where evidence of learning is gathered, across the whole range of ages in the school;
- scrutiny of books, displays and any other evidence of achievement, by the Anti-Bullying Lead;
- Pupil Interviews conducted by the Anti-Bullying Lead.

Continuing Professional Development

Staff are provided with regular, planned, internal and external CPD opportunities where relevant and as appropriate.

Display and Resources

Our school 'Climate for Learning in Classrooms' document, outlines the resources and display requirements for each classroom. There should be, where possible, current and relevant children's work on display in classrooms and in other areas of the school in order to encourage a positive attitude and enthusiasm towards Anti-Bullying for all groups of children.

Zones of Regulation posters and interactive resources are displayed in classrooms.

Parents and Carers

We recognise that parents and carers make a significant difference to children's welfare and emotional wellbeing and we welcome this partnership.

We encourage parents and carers to discuss anti-bullying with their children. Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Our Governing Body

The Personnel and Discipline Committee has a distinct focus on the implementation of the Anti-Bullying Policy in school.

The Governing Body will provide support and challenge and are kept up to date with developments in Anti-Bullying through meetings with the Anti-Bullying Lead, through the Head Teacher's Report to Governors, subsequent discussions during Full Governing Body Meetings and Personnel and Discipline Committee Meetings.

The Governing Body will be provided with regular updates regarding the implementation and monitoring of the Anti-Bullying Policy.

The Personnel and Discipline Committee will ratify and review the policy.

Conclusion

At Timothy Hackworth Primary School, a whole range of experiences and opportunities will be provided for all pupils across a broad and balanced curriculum which reflects school, local, national and global perspectives.

The curriculum offer is routinely reviewed to monitor its Intent, Implementation and Impact.

All children have the right to be safe; our Anti-Bullying Policy is designed to ensure that all pupils have access to this right.

At all times we are committed to listening to children and adults and to investigating all allegations of bullying brought to adult attention.



CRC Article 19: All children have the right to be safe.

If I am bullied these are some of the feelings that I might have:

- Someone or some people make me feel unhappy **over and over** again by what they do and say.
- I feel lonely and that no-one cares.
- I feel powerless and that no-one will listen.
- I feel belittled.
- I feel I can't talk to anyone in case "they" get me.
- I feel that I am the only one that this is happening to.

What can I do?

- I must tell someone what is happening as soon as possible.
- Stay positive – I will get help.
- I must not retaliate.

Who can I tell?

- Friend.
- Restorative Peer Mediator.
- Anti-Bullying Ambassador.
- Any grown up at school.
- Parent or carer.



What will happen

- You will be listened to.
- You will not be in trouble.
- "They" will not get you.
- **You will be helped.**

No one has the right to bully you!

Review Date: March 2027
Written by the Anti-Bullying Focus Group