

Innovate2Educate is committed to providing

Anti-Bullying Policy September 2026

Document History

This policy was approved as follows:

Approver:	Headteacher	Date:	September 2026
Adopted:	LGB	Date:	TBC
I2E owner:	CEO	Version:	V1.0
Review frequency:	Annually	Next review date:	September 2027
Status:	Statutory		

Version	Version Date	Author	Summary of Changes
V1.0	01/09/2025	Headteacher	Policy reviewed and approved by the LGB
V1.1	01/09/2026	Hadteacher	New leadership, up to date with KCSIE changes 2026.

Statement of Intent

Hutchinson Memorial CE First School's Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is a form of anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves (STOP).

S – Several

T – Times

O – On

P – Purpose

The main types of bullying are:

- physical bullying;
- verbal bullying;
- relational/social bullying, such as exclusion and spreading rumours;
- cyberbullying and online bullying;
- prejudice-based and discriminatory bullying, including racism, faith-based prejudice, homophobia, biphobia and other discriminatory behaviour;
- bullying related to disability or SEND;
- sexual harassment, harmful sexual behaviour and sexual violence are dealt with under the Child-on-Child Abuse and Safeguarding sections of this policy and do not need to meet the definition of bullying in order to be acted upon bullying involving appearance, family circumstances, caring responsibilities or other perceived differences.

Hutchinson Memorial First School will not tolerate bullying, harassment or discriminatory behaviour relating to protected characteristics, including race, religion or belief, sex, sexual orientation, disability and gender reassignment. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be persistent absence, reluctance to attend school or changes in attendance patterns. At Hutchinson Memorial pupils are actively encouraged to report bullying.

All school staff are to be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. For the purposes of this policy, bullying is behaviour by an individual or group that is repeated over time and intentionally hurts another individual or group physically or emotionally. Bullying may involve an imbalance of power and can occur face-to-face or online.

The school recognises that a one-off incident may not meet the definition of bullying but may nevertheless constitute harmful, discriminatory, abusive or safeguarding-related behaviour. Such incidents will be taken seriously and dealt with in accordance with the Behaviour Policy and, where appropriate, the Safeguarding and Child Protection Policy.

Our Aims

- To provide a safe, caring environment for the whole school community, especially the children in our care.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To reassure children that they will be listened to and will know that it is all right to tell.
- To heed parents' concerns and keep them informed of actions taken in response to a complaint.
- A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- To take appropriate action, including exclusion in cases of severe bullying.
- To monitor incidents of bullying during the school year by the Head Teacher.
- A separate list of any racist incidents will be kept.

Statutory duty of schools

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

In line with 'Keeping Children Safe in Education' - Child on Child abuse, Up-skirting and online bullying will be dealt with in cohesion with the school's 'Safeguarding Policy'.

Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Head Teacher.
- The Head Teacher or most senior staff member present in school will interview all concerned and will record the incident
- Class Teachers will be kept informed
- Parents/carers will normally be informed where appropriate and proportionate, taking account of the circumstances and the best interests and safety of the children involved. Information will not be shared where doing so could place a child at additional risk or where advice from children's social care or the police indicates that information should not yet be shared.
- Suspected cases of bullying will be logged as such on the school behaviour logging system
- Confirmed cases of bullying will be logged on the school behaviour logging system
- Cases of any type will be taken seriously and dealt with as a matter of urgency
- Appropriate pastoral, wellbeing and/or safeguarding support will be offered to all children involved, proportionate to their individual needs.
- Any disciplinary action will be proportionate, lawful and consistent with the school's Behaviour Policy, taking account of the circumstances of the incident, the needs of all children involved, any SEND or other vulnerabilities, and relevant safeguarding

Cases of bullying

In response to a complaint of bullying, the Behaviour Policy procedures should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The school procedures should be followed by a member of the Wellbeing Team, the Head Teacher or a member of the Senior Leadership Team when they become aware that there may be bullying taking place.

1. The member of staff receiving the report will listen carefully, reassure the child and make an appropriate factual record. The child should not be made to feel that they are causing a problem by reporting their concerns.
2. The concern will be passed promptly to the Headteacher, DSL or Deputy DSL in accordance with the nature of the concern.
3. The school will establish whether the concern is primarily a behaviour/bullying matter or whether it may also constitute a safeguarding concern, including child-on-child abuse, harmful sexual behaviour, sexual harassment, sexual violence, serious physical assault, threats involving a weapon, discriminatory abuse or another form of harm.
4. Where a safeguarding concern is identified, the DSL or Deputy DSL will lead the safeguarding response in accordance with the Safeguarding and Child Protection Policy and will consider whether a referral to children's social care, the police or another agency is required.
5. Where external agencies are involved, the school will liaise with them and seek appropriate advice before taking action that could affect their assessment or investigation. This will not prevent the school from taking immediate action necessary to safeguard a child or address an immediate risk.
6. Where the matter is managed internally, the school will establish the facts fairly and sensitively, listening to the child who has experienced the behaviour, the child alleged to have caused the harm and relevant witnesses. Interviews will be conducted in a manner appropriate to the age, developmental stage and needs of the children involved.
7. All concerns, discussions, decisions, actions and the rationale for decisions will be recorded appropriately. Safeguarding concerns will be recorded in accordance with the school's safeguarding and child protection recording procedures and will not rely solely on the school's behaviour logging system.
8. Parents/carers will normally be informed where appropriate and proportionate. However, information will not be shared where doing so could place a child at additional risk or where advice from children's social care or the police indicates that information should not yet be shared.
9. Appropriate support will be provided to all children involved, including the child who has experienced harm, the child alleged to have caused harm and any other children affected.
10. The situation will be reviewed after the initial response to ensure that the behaviour has stopped, children remain safe and any further support or action required is identified.

Child-on-Child Abuse (including Harassment and Violence)

In line with Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026:

- All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and that this can happen inside and outside of school, including online.
- All staff should be familiar with the school's policies and procedures for preventing and responding to child-on-child abuse and understand the important role they have in identifying concerns, challenging inappropriate behaviour and safeguarding children.
- All staff should understand that the absence of reported cases does not mean that child-on-child abuse is not taking place. Abuse may not be reported or recognised by children as harmful. Staff should maintain professional curiosity and report any concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL, including where the behaviour is believed to have taken place outside school.
- Staff should be particularly alert to situations and times when children may be at increased risk, including before or after the school day and in online spaces.

- It is essential that staff challenge inappropriate behaviour between children where that behaviour is abusive, harmful or discriminatory. Sexual harassment and other harmful behaviour should never be dismissed as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. The school has a zero-tolerance approach to child-on-child abuse.
- Staff should recognise that child-on-child abuse is a safeguarding concern for both the child who has experienced harm and the child alleged to have caused harm. Child-on-child abuse is preventable, and early identification together with timely, evidence-based support can help prevent further harm.

Forms of Child-on-Child Abuse

Child-on-child abuse may include, but is not limited to:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents;
- physical abuse, including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- serious physical assault and harm, including threats of harm involving a weapon;
- harmful sexual behaviour, sexual violence and sexual harassment;
- sexual violence;
- sexual harassment, including sexual comments, remarks, jokes and online sexual harassment, whether occurring as an isolated incident or as part of a wider pattern of abuse;
- causing someone to engage in sexual activity without consent, including forcing someone to strip, touch themselves sexually or engage in sexual activity with another person;
- consensual and non-consensual making or sharing of nudes and semi-nudes, including images that have been digitally altered or generated using AI. All incidents involving the making or sharing of nudes or semi-nudes will receive a safeguarding response. The nature and level of the response will depend on the individual circumstances, including the age and developmental stage of the children involved, whether the sharing was consensual, the circumstances in which the images were created or shared, and any evidence of coercion, pressure, exploitation or abuse. The school will follow its Safeguarding and Child Protection Policy and relevant current guidance.
- up skirting;
- initiation or hazing-type violence and rituals, including behaviour involving harassment, abuse or humiliation used to initiate someone into a group, including where there is an online element.
- All concerns relating to child-on-child abuse should be taken seriously and responded to in accordance with the school’s safeguarding and child protection procedures. The school will consider the needs and circumstances of all children involved and will provide appropriate safeguarding, pastoral and/or external support where required.

Extremism and Radicalisation

- Staff should be aware that children may be susceptible to radicalisation into terrorism and that this should be considered as part of the school’s wider safeguarding responsibilities.
 - KCSIE 2026 describes extremism as the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The school will also have regard to the current Prevent Duty Guidance for England and Wales (2023)
 - Staff should understand the difference between extremism, radicalisation and terrorism and should follow the school’s Prevent and safeguarding procedures where there are concerns that a child may be vulnerable to radicalisation.
- Concerns should be reported to the Designated Safeguarding Lead or Deputy DSL in accordance with the school’s safeguarding procedures and the current Prevent Duty Guidance.

Special Education Needs or Disabilities

Children with SEND or disabilities may experience additional barriers to recognising, communicating or reporting bullying, abuse or harmful behaviour. They may also face increased vulnerability to some forms of harm. Staff should therefore consider individual communication needs and make appropriate adjustments to ensure that concerns can be safely reported and understood. However, they are often at greater risk of being bullied, both directly and indirectly.

Hutchinson Memorial makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards children with SEND compared with others, and should not make comments based on pupils' appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children's needs.

We teach children who have experienced bullying or harm that they can say 'No', move away where possible and seek help from a trusted adult. A named mentor/friend may be appointed for the pupil to confide in.

High-attaining pupils and pupils with particular talents or abilities can also experience bullying and should be supported in the same way as any other pupil. Teachers should treat this as seriously as any other type of bullying.

The school will ensure that reporting mechanisms are well promoted, easily understood and accessible to all pupils, including pupils with SEND and those who may experience communication barriers.

Pupils

Pupils who have been bullied will be supported by offering an immediate opportunity to discuss the experience with an appropriate member of staff who will:

- reassure the pupil
- offer continuing support
- put in place measures to restore self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- establishing the causes
- recognising that certain behaviours are inappropriate
- working with parents or guardians to encourage more appropriate responses

The following steps may be taken:

- warnings or other appropriate behaviour responses;
- temporary removal from particular activities or areas where appropriate and proportionate;
- suspension in accordance with the Behaviour Policy and current statutory guidance;
- permanent exclusion in accordance with the Behaviour Policy and current statutory guidance.
- exclusion from playground at playtimes and/or dinner times
- suspension in accordance with the school's Behaviour Policy and the current DfE statutory guidance on suspension and permanent exclusion;

- permanent exclusion in accordance with the school's Behaviour Policy and the current DfE statutory guidance on suspension and permanent exclusion.

Within the curriculum, the school will raise awareness of bullying, respectful relationships, boundaries, seeking help, online safety and the impact of harmful behaviour through Relationships Education, Health Education, PSHE, computing, assemblies and other appropriate curriculum opportunities. Themed weeks such as Anti-Bullying Week and Safety Week will take place throughout the school year. The school values will continually promote how bullying is not acceptable. The school will consider whether appropriate age- and developmentally-appropriate work through Relationships Education, Health Education, PSHE and/or other curriculum areas is required to address wider themes arising from the incident.

In dealing with bullying, staff at Hutchinson Memorial follow these fundamental guidelines.

- Never ignore suspected bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts.
- Adopt a problem-solving approach that moves pupils forward from self-justification.
- Follow up proven cases to check bullying has not returned.
- Keep detailed records.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school by all staff.

This policy will be reviewed annually, in conjunction with the following school policies:

- Hutchinson Memorial – Behaviour and Mental Health Policy
- Hutchinson Memorial - Teaching and Learning Policy
- Hutchinson Memorial – Health and Safety Policy
- Hutchinson Memorial - Safeguarding and Child Protection Policy

- [Keeping Children Safe in Education 2026](#)
- [Working Together to Safeguard Children 2026](#)
- [Preventing and tackling bullying – DfE](#)
- [School suspensions and permanent exclusions](#)
- [Behaviour in schools](#)

- [Relationships Education, RSE and Health Education – revised 2026 guidance](#)
- [Prevent duty guidance: England and Wales \(2023\)](#)
- [Promoting children and young people's mental health and wellbeing](#)
- [Mental health and behaviour in schools](#)

Signed : D.Austin (Head Teacher)

Date: 14.09.2006

Signed : TBC (Chair of Governors)

Date:

Review Due: September 2027