



The Humber Estuary Federation



Anti-Bullying Policy

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Adopted by Governors	Autumn 2025
Local Authority Version Date	N/A
Monitoring/Review Date	Autumn Term 2026
Consultations/Training	Miss Hayley Twidale

Our Federation Vision

It is vitally important that our children understand how to be honest, compassionate, tolerant, respectful, open-minded, knowledgeable about and culturally aware of our diverse world. We pride ourselves on equipping our pupils with the values and skills that they will need to flourish. Each of our pupils, staff, parents and community members are valued/ valuable and we are proud of the safe and nurturing learning environment that we seek to provide that encourages our children to persevere, be resilient and do all of the good they can. As a federation, we act to prevent discrimination, harassment and victimisation within our schools. The Humber Estuary Federation is committed to developing an anti-bullying culture where bullying is not tolerated in any form. We want our pupils to look to the future with hope and live out their lives surrounded by love and with love in their hearts.

Purpose

The purpose of this policy is:

- To prevent bullying from happening between children and young people who are a part of our federation.
- To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.
- To provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

Aims

Within our federation, we take all forms of conflict, friendship problems, and bullying behaviour seriously. Our aims are:

- To provide a safe and secure environment for all children in our care.
- To create a happy atmosphere in which both parents and staff members work together for the welfare of the students.
- To ensure everyone is mutually valued and respected regardless of gender, race, beliefs and ability.
- To encourage children to adopt agreed standards of behaviour and values linking to our behaviour policy in order to develop a sense of self-discipline and to take responsibility for their own actions.

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

What are friendship problems?

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without peer mediator or adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

What is Bullying?

Bullying behaviour is defined as - “**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face to face or online.**” (Anti-bullying Alliance 2022).

Bullying behaviour is deliberately hurtful and ongoing. It is unequal and difficult to counteract by the person being bullied as it involves a power imbalance. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Bullying can take many forms:

- **Physical** (hitting, poking, pushing, kicking, punching, finger jabbing, any inappropriate touching, pinching, breaking or taking property)
- **Verbal** (name calling, put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
- **Indirect** (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection also the exploitation of individuals)
- **Online** posting on social media, sharing photos, sending nasty text messages or making nasty phone calls, social exclusion
- **Emotional** isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Who can be bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children. A person is bullied when, either as an individual or part of a group, they suffer in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled ‘prejudice based bullying’, and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of students with learning or other disabilities.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)
- have an Education health and care plan
- have specific special educational needs

- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine: Is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens self-harm
- Cries themselves to sleep at night or has nightmares/bedwetting
- Regularly feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Has unexplained cuts or bruises
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

Prevention

Whole school approach:

- **PSHCE Curriculum including relationships and sex education** Issues surrounding friendships/relationships and bullying behaviour are taught through the PSHCE Curriculum. Children are taught to explore the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict.
- **Spiritual, Moral, Social & Cultural Development** This will be developed as part of the PSHCE curriculum and through everyday school life by ensuring pupils: respect each other including people from different religious, ethnic and socio-economic backgrounds, recognise the difference between right and wrong, understand the consequences of their actions, understand the effects of their behaviour on others.
- **Whole School Assembly**
- **School Council** will provide a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
- **Positive play leaders** to reduce potential conflict during break time and lunchtime. Playground and field games are available at lunchtime and playtime which encourage co-operative play

- **The Core Expectations** will be upheld at all times. All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying from developing. Staff members on playground duty will inform class teachers of any incidents and log them on CPOMS. All Staff encourage children to report bullying and create a positive and safe environment where pupils' concerns can be expressed and problems solved without fear of victimisation. Staff members must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. Regular training throughout the year takes place.
- **Participation in Anti Bullying Week and Safer Internet Day** each year as well as part of a spiral curriculum within PSHCE and Computing.
- A **'worry box'** is provided for pupils to write their concerns to be shared with school staff. These concerns will then be passed on to relevant SLT members, logged on CPOMS (if pupil is identifiable) and addressed accordingly. This is to be developed by the schools' Wellbeing Ambassadors.
- **The local PCSO's** are in regular contact with the PSHCE co-ordinator/ DSL/ Deputy DSL and support across the federation through assemblies and workshops.
- **Peer mediators** - Year 6 children across the federation will be trained to be peer mediators and coached in conflict resolution. They will then fulfil this role at playtimes and lunchtimes.
- Wellbeing Ambassadors will support SLT in creating a positive wellbeing culture within their schools and leading/ promoting wellbeing activity (including being responsible for a school display).
- Safer school ambassadors will support SLT in creating a safeguarding culture within their schools amongst the pupils. They will promote safety and contribute to a 'safe school' display.

Implementation

Where bullying does occur this will be followed by an immediate and appropriate response, including the use of disciplinary sanctions where necessary.

Early identification is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

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 on CPOMS which will be sent to the SLT including the head teacher. Initially the CPOMS log will be tagged as 'reported bullying' until it is fully investigated. If confirmed, any logs will be tagged with 'confirmed bullying'.
- The headteacher/SLT member will interview all concerned, and will record the incident by updating CPOMS.
- Teachers will monitor and ensure other staff members are aware of the incident and if it persists, this will also be recorded on CPOMS and parents will be contacted.
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

Online Bullying

Children and young people should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

Our Federation makes it very clear that bullying using the world wide web, text messages, e-mail, video, social media or audio to bully another child, young person or member of staff will not be tolerated.

If a bullying incident directed at a child or young person occurs using email or mobile phone technology staff members have a responsibility to;

- Advise the child or young person not to respond to the message.
- Refer to relevant policies including e-safety, acceptable use policy, anti-bullying policy and apply appropriate sanctions.
- Secure and preserve any evidence.
- Inform a member of the SLT and record using CPOMS
- Inform the sender's e-mail service provider.
- Notify parents of the children or young persons involved.
- Consider parent workshops.
- Consider informing the police depending on the severity or repetitious nature of the offence.
- Inform the School Improvement education or safeguarding officer.

If malicious or threatening comments are posted on an internet site about a child, young person or member of staff, staff members have a responsibility to;

- Inform and request the comments be removed if the site is administered externally.
- Secure and preserve any evidence.
- Endeavour to trace the origin and inform police as appropriate.
- Inform the School Improvement education or safeguarding officer.

We are also aware that some forms of bullying are illegal and should be reported to the police. Although this is not an exhaustive list, examples can include:

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

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil
- offering continuous support
- referred to a counsellor if appropriate.
- be informed about the outcome of the investigation into their concerns.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved

- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil
- referred to a counsellor if appropriate.

The following disciplinary steps can be taken:

- official warnings to cease offending
- exclusion from certain areas of school premises
- internal suspension
- fixed-term suspension
- permanent exclusion

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff
- Speaking to a parent/other adult who then may contact the school in any of the ways listed.
- Speaking to their School Council

Responsibilities

It is the responsibility of:

- The Executive Headteacher to communicate the policy to the school community and to feedback the effectiveness of the policy in the Annual Report to Governors.
- School Governors to take a lead role in monitoring and reviewing this policy including liaising regularly with the DSL/ Deputy DSL.
- Governors, the Executive Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Policy Links: Safeguarding, Inclusion, Behaviour, E Safety, PSHCE