

# **Hazlemere Church of England Combined School**



## **Anti-bullying Policy**

**2026-28**

***“Encourage one another and build one another up”  
1 Thessalonians 5:11***

**Headteacher**

**Signed on behalf of Governing body**

**Last reviewed- March 2026**

**Next reviewed – March 2028**

# ANTI-BULLYING POLICY

## 1. Statement of Intent

Hazlemere staff believe that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent incidents of bullying occurring.

Learning about tolerance and difference as part of the curriculum aims to promote an inclusive and supportive ethos at the school.

All staff, parents and pupils work together to prevent and reduce any instances of bullying. There is a zero tolerance for bullying at the school.

## 2. Definition of terms

### **What is bullying?**

For the purpose of this policy, 'bullying' is defined as persistent behaviour by an individual or a group, with the intention of verbally, physically or emotionally harming another. It is often hidden by victims who may not share their experience for complex reasons.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) mean to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power Imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

## 3. Types of Bullying

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- On-line (cyber)

Many kinds of behavior can be considered bullying such as demeaning another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability or SEND needs.

Bullying behaviours can include physical, social and psychological aspects such as:

- name-calling, taunting, mocking, making offensive comments,
- kicking, hitting, pushing, fighting
- taking or damaging belongings, stealing money with threats
- emotional or physical blackmail
- text messaging, emailing, insults on social media (cyber-bullying)
- gossiping, spreading hurtful and untruthful rumours,
- socially excluding people from groups, e.g. not talking to them, excluding them from activities.

Bullying is harmful to all involved, not just the victim, and can result in low self-esteem, lack of confidence, depression, anxiety, self-harm and in extreme cases serious mental health concerns and even suicide.

Staff are aware that it is possible that the bully may be an adult and will follow Child Protection and Conduct and Discipline procedures should this be the case.

### **Child on Child abuse (Peer on Peer)**

All staff are aware that children can abuse other children (often referred to as peer to peer abuse) and that this can happen inside and outside of school or online. Where staff have concerns regarding child on child abuse they must report these to a designated safeguarding lead.

Staff will challenge inappropriate behaviours between children as these can be abusive in nature. Child on child abuse is likely to include but not limited to:

- Bullying
- Abuse in intimate relationships/friendships
- Physical abuse
- Sexual harassment
- Sexual violence
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nudes, semi nudes and or videos
- Up-skirting (taking a picture up someone's clothing)
- Initiation/hazing type violence and rituals (used as a way of initiating person into a group)

### **Sexual Harassment**

There is a zero tolerance of sexual harassment or sexual violence at the school.

Sexual Harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a person's dignity and makes them feel intimidated, degraded or humiliated. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour that might lead to sexual violence.

Staff are aware that sexual harassment can be manifested in many ways including sexting, teasing, touching intimate areas. All cases of sexual harassment are reported to a designated safeguarding lead and followed up in accordance with the Child Protection Policy.

Victims of sexual harassment can find it difficult to report. Staff will ensure that the victim feels supported and reassured that they are being taken seriously, regardless of how long it has taken them to come forward.

If a child has been harmed or is at risk of harm, a referral will be made to Children's social services via First Response.

### **4. Signs of Bullying**

Staff are vigilant of the following changes in behaviour and attitude that may indicate that a pupil is a victim of bullying: *(Please note this list is not exhaustive)*

- Unwillingness to attend school

- Being frightened to walk to/from school
- Stating that they feel ill on a regular basis
- Heightened anxiety or lack of confidence
- Becoming withdrawn
- Lack of engagement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Unexplained cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving messages via social media, gaming platforms or by text or calls.
- Lack of eye contact
- Unable to sleep
- Being frequently short-tempered

The signs above may not be due to bullying, but should still be investigated regardless as they could be indicators of deeper social, emotional or mental health issues.

In addition, staff are aware of factors which can indicate a person may be vulnerable to engaging with bullying behaviours towards others such as:

- Living in a challenging or chaotic home (domestic abuse, substance misuse, neglect)
- Experiencing poor mental health
- Facing issues with social or emotional development (isolated from friendship groups etc)
- Experiencing jealousy
- Feeling stressed due to unrealistic academic or social or emotional demands placed on them

## **2.1 Practice and Procedures**

### ***A. What we do to prevent bullying***

#### **The Curriculum:**

Children are explicitly taught about how to keep themselves and others safe through the content of the Personal, Social, Health Education curriculum and the Relationships Education Curriculum. Topics covered include:

- Healthy Relationships
- Respectful behaviour
- Gender Roles, stereotyping and equality
- Body confidence and self esteem
- Prejudiced behaviour
- That sexual harassment and sexual violence is always wrong

Regular engagement with charities such as NSPCC and Childline also support this work by delivering workshops and assemblies.

## **Support to Report**

It is important that a culture of safeguarding is maintained. Anyone who is being bullied, or others who know about it, should feel that they will be listened to; protected; and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that by not reporting, means the bullying behaviour will continue.

## **B. Reacting to a specific incident**

### **Recording**

All incidents inside or outside the school should be recorded on CPOMs. Incidents clearly identified as bullying must be reported to a member of the senior leadership team. Parents (of both the perpetrator and the victim) should be informed of what has happened, and how it has been dealt with. Records of discussions should be added to the CPOMs report.

### **Dealing with an incident**

All actions taken in response to an allegation of bullying will be in accordance with the Child Protection Policy and Keeping Children Safe in Education 2023.

All cases of bullying should be reported to a member of the senior leadership team who will complete a thorough investigation. Once they are satisfied that bullying has taken place, the pupil will be helped to understand the consequences of their actions and warned there must be no further incidents.

The Senior leader will inform the pupil of the sanctions which will be put into place. (loss of privileges such as loss of playtime, withdrawal from a school event, internal exclusion, fixed term or permanent exclusion etc.)

If necessary, group dynamics may be broken up by members of staff allocating seating spaces or directing play activities/spaces during break times.

The exact sanction will be agreed on an individual case basis, following a restorative discussion. Future sanctions will be clarified in the event of a reoccurrence. Parents of both the victim and the perpetrator will also be informed of the outcomes of the investigation and resulting sanctions.

### **Bullying Outside of School**

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school site, such as on public transport, in the town or on-line.

Where bullying outside of school is reported to school staff, it is investigated and acted on.

In all cases of misbehavior or bullying, members of staff can only discipline the pupil on the school premises, or elsewhere when the pupil is under the lawful control of the member of staff, eg on a school trip.

The Headteacher is responsible for determining whether it is appropriate to notify the police. If the misbehavior could be of a criminal nature or poses a serious threat to a member of the school or public, the police are always informed.

## **2.2 Monitoring**

A named adult will be allocated to the victim and the perpetrator for support and monitoring purposes, checking regularly that the bullying behaviour has stopped. The named adult will feedback to a designated safeguarding lead on a regular basis until confident that the bullying has stopped.

Designated safeguarding leads complete regular monitoring and analysis of the behaviour and Bullying incidents log to check for patterns and trends, to review practice and swiftly identify training needs. This is reported to Governors on a termly basis via the Headteacher Report.

## **3. Policy Monitoring and Review**

This policy is reviewed every two years by the school safeguarding team and the Governing Body unless local or national changes to legislation deem it necessary to review sooner.

The scheduled review date for this policy is March 2028

## **4 Annexes**

More information is available from the DfE <http://www.education.gov.uk/>