



## Anti-Bullying Policy

<b>Formally adopted by the Governing Board of:-</b>	<b>Halcyon Federation</b>
<b>Chair of Governors:-</b>	<b>Holden Cook</b>
<b>Brought to Governors &amp; adopted on:-</b>	<b>2.12.2025</b>

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Halcyon Federation is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. every child has the right to feel safe, valued and respected. We are committed to creating a school culture where bullying is not tolerated and where all children, staff and families work together to promote kindness, inclusion and positive relationships.

Our approach is grounded in our Relationships Policy, which emphasises connection, co-regulation, restorative practice and high expectations for all.

We believe:

- All bullying is unacceptable.
- Everyone has a responsibility to challenge bullying.
- All pupils must feel confident to report concerns and know they will be taken seriously.
- Bullying behaviour can and must be changed through education, support and firm boundaries.

### **Aims of this Policy**

To prevent bullying through education, culture and strong relationships.

- To ensure clear procedures for reporting, recording and responding to bullying.
- To support pupils who experience bullying and those who show bullying behaviour.
- To ensure compliance with safeguarding legislation, Equality Act 2010 duties and Norfolk County Council guidance.
- To involve pupils, staff, parents and governors in promoting a safe and respectful school environment.

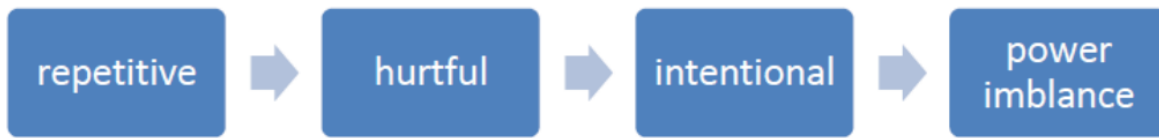
### **Links to Other Policies**

This policy should be read in conjunction with:

- Relationships (Behaviour) Policy
- Safeguarding & Child Protection Policy
- Online Safety Policy
- SEND Policy and Local Offer
- Equality Duty & Accessibility Plan
- Complaints Policy
- Curriculum policies including PSHE and RSHE

## What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. At Halcyon Federation, we use the Anti-Bullying Alliance definition: “Bullying is 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.”



### **Bullying may be:**

- Physical
- Verbal
- Indirect/emotional
- Online/cyber
- Prejudice-based
- Ableist bullying

Some pupils may be more vulnerable, including pupils with SEND, EAL, trauma, or minority backgrounds.

## Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

**Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.**

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying; these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

## **Types of bullying behaviour**

Bullying can take many forms:

- *Emotional* - being unfriendly, excluding, tormenting, threatening behaviour
- *Verbal* - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- *Physical* - pushing, kicking, hitting, punching or any use of violence
- *Extortion* - demanding money/goods with threats
- *Online* – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- *Racist* - racial taunts, graffiti, gestures
- *Ableist* - discrimination and social prejudice against people with physical or neurodevelopmental disabilities.
- *Sexual* - unwanted physical contact, sexually abusive comments
- *Homophobic or biphobic* - bullying because of sexuality or perceived sexuality
- *Gender questioning* – because of gender identity or perceived gender identity

## **Preventing Bullying**

At Halcyon Federation, we foster a clear, shared understanding that bullying in any form is unacceptable. Preventing bullying is the responsibility of our entire school community. When bullying occurs, we work together to address the situation, support all children involved, and learn from the incident to strengthen our practice and culture.

We prevent bullying by:

### **Creating a Positive, Inclusive Ethos**

- Building a school ethos that celebrates diversity, values difference and promotes respect.
- Creating a safe, happy, and nurturing environment where positive relationships support learning and wellbeing.
- Ensuring pupils, staff and parents understand and are committed to our shared values.

### **Teaching, Curriculum and Whole-School Learning**

- Using assemblies, PSHE lessons, and circle time to help pupils understand the difference between relational conflict and bullying.
- Embedding opportunities to develop empathy, emotional regulation, kindness, and social skills through PSHE, citizenship, circle time, peer mediation, and buddy systems.
- Raising awareness of online bullying through regular e-safety education.
- Adopting a social model approach to bullying, ensuring that diversity is recognised and valued and that everyone is included.

### **Responding Supportively and Effectively**

- Securing the immediate safety and wellbeing of any child who has been targeted.
- Taking swift, appropriate action to stop bullying from continuing.
- Ensuring all pupils understand that bullying will not be tolerated and must stop.
- Considering the roles and needs of everyone involved, ensuring balanced and restorative responses.
- Reflecting after each incident to identify learning and adjust practice, curriculum or training where needed.
- Reporting any safeguarding concerns to the Designated Safeguarding Lead and providing reassurance to the child that their voice has been heard and action will be taken.

## **Targeted Support and Intervention**

- Providing focused programmes for individuals or groups who need additional help to understand social interactions, such as social skills groups, ELSA sessions, and support from external partners.
- Offering additional support for pupils most at risk of bullying, in line with national and local guidance.

## **Staff Training and Awareness**

- Ensuring all staff receive regular training on bullying prevention, including recognising the signs of bullying and understanding the needs of groups more vulnerable to bullying.
- Training playground and midday staff so they can confidently support positive play and manage conflict effectively.
- Providing a wide range of lunchtime activities to promote positive social interaction.

## **Supervision and Environment**

- Ensuring high levels of supervision across the school site.
- Providing structured play opportunities and designated calm spaces to promote positive, safe interactions

## **Reporting bullying:**

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Peer mentors or buddies

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns to a member of staff.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions, in line with our Relationships Policy.

## **Responding to Bullying:**

When bullying is reported or suspected, we follow a consistent, thorough and child-centred process to ensure that every concern is taken seriously, investigated appropriately, and resolved effectively. Our response is rooted in our Relationships Policy and restorative approaches, prioritising the safety, wellbeing and voice of every child involved. The following step-by-step process outlines how staff respond to all bullying concerns, ensuring that incidents are dealt with promptly, fairly, and in line with statutory safeguarding expectations:

1. **Listen and acknowledge** – Staff listen carefully, validate the child's feelings, and reassure them that the concern will be taken seriously.
2. **Record** – A clear, factual record of the concern is made on our school recording systems.
3. **Investigate** – Relevant staff gather information from those involved or who may have witnessed events.
4. **Assess risk** – Staff consider any immediate or ongoing risks to the child or others and put safety measures in place.
5. **Inform parents** – Parents/carers of those involved are updated at an appropriate stage in the process.

6. **Plan support** – Staff identify appropriate pastoral, relational or educational support for the child/children.
7. **Implement actions** – Agreed strategies, interventions, or restorative approaches are put in place.
8. **Monitor and review** – Staff monitor progress, review the effectiveness of actions taken, and adjust support where needed.

This structured approach ensures that all concerns are handled with professionalism, fairness and compassion, and that learning from each incident informs future prevention. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

### **Procedures for Parents:**

- If a parent has any concerns about their child, they should speak to the class teacher immediately.
- If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at Halcyon Federation and monitors the situation carefully.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the deputy or headteacher.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should follow the school's complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online.

### **Supporting Pupils**

At Halcyon Federation, our response to bullying is rooted in our trauma-informed, relational approach. All support, for both the pupil experiencing bullying and the pupil displaying bullying behaviour, is designed to restore safety, strengthen relationships, teach skills, and prevent recurrence. Support is always aligned with our Restorative Pathway.

### **Support for Pupils Experiencing Bullying**

Our first priority is to ensure the child feels safe, believed and supported. Support may include:

- Trusted adult check-ins
- Safety and Regulation Plans
- Additional supervision
- Pastoral support
- Supporting the child's voice and agency

### **Support for Pupils Displaying Bullying Behaviour**

Support may include:

- Clear expectations and boundaries
- Restorative conversations
- Social, emotional and relational interventions
- Increased supervision
- Logical consequences
- Family collaboration

### **Whole-School Culture Surrounding Support**

This personalised support is reinforced by our whole-school relational culture, including:

- Trauma-informed practice and PACE
- High-quality relationships rooted in our values
- Secure routines and predictable environments
- Universal Zones of Regulation implementation
- Emphasis on empathy, belonging and safety
- Proactive relational classroom practice

### **Roles & Responsibilities**

A safe and respectful school culture depends on clear responsibilities shared across the school community.

#### Headteacher

- Ensures full implementation of the Anti-Bullying Policy and related statutory duties.
- Oversees responses to serious incidents and ensures safeguarding procedures are followed.
- Reports bullying trends and actions to governors.

#### Designated Safeguarding Lead (DSL)

- Monitors bullying-related safeguarding concerns and ensures accurate record-keeping.
- Determines when incidents meet safeguarding thresholds and advises on risk management.

#### Teachers and Support Staff

- Promote positive relationships and model respectful relationships.
- Respond promptly to concerns and ensure accurate recording.
- Support pupils involved through relational and restorative approaches.

#### Midday Supervisors

- Supervise safe, inclusive play and report concerns immediately.
- Promote positive interactions during unstructured times.

#### Parents and Carers

- Work collaboratively with the school to resolve concerns.
- Encourage children to share worries and uphold respectful communication.

## Governing Board

- Reviews anonymised bullying data and ensures policy compliance.
- Challenges leaders to maintain high standards of safety and inclusion.

## **Training**

- Annual safeguarding and anti-bullying training
- CPD on relational and restorative practice

## **Evaluation and Policy Review**

We evaluate the effectiveness of this policy by regularly reviewing incident data, gathering pupil voice, analysing emerging trends and reporting findings to governors. The policy is formally reviewed each year, or sooner if necessary, and the updated version is approved by the governing board and published on the school website.