



Hempstead Schools Federation
ANTI-BULLYING POLICY
(incorporating child-on-child abuse)
February 2026

United Nations Convention on the Rights of the Child (UNCRC)

- 1 Both schools within Hempstead Schools Federation are 'Rights Promoting Schools'. The UNCRC sets out the civil, political, economic, social and cultural rights to which everyone under the age of 18 is entitled. Article 2 explicitly links to the right not to be discriminated against, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background. Article 23 explicitly explains how children with a disability have the right to a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. This policy sets out how we will ensure these rights are met.
- 2 DFE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to). It also includes cyber-bullying where social media, mobile phones and other online forums are used to bully others.
- 1.2 **We believe that bullying is behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. However, child-on-child abuse can take many forms, including isolated incidents of physical, sexual and verbal abuse which can leave victims upset and traumatised. We consider any such incident as bullying and respond accordingly. Staff must be aware of any discrimination against any of the nine protected characteristics and consider whether this may constitute a bullying/ abusive incident.**
- 2 **School Obligations**
 - 2.1 Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures must be communicated to all pupils, school staff and parents.
- 3 **Early Years Foundation Stage**

This policy meets the requirements of the Statutory Framework for the Early Years Foundation Stage in regards to safeguarding and child protection. For pupils in the Foundation Stage, the Key Workers monitor relationships between pupils and are alert to any issues that may be recognised as bullying.
- 3.2 **Bullying and the Law: SEN and / or disabilities**
 - 3.2.1 The Head Teacher must follow through and adopt the policy and all students, parents and teachers should be notified of it once it has been decided.
 - 3.2.2 Pupils should be involved in both the drafting of their anti-bullying policy and its monitoring, by being encouraged to discuss the policy and its effectiveness. Involving pupils in this way is compatible with children and young people's rights to participate under Article 12 United Nations Convention on the Rights of the Child 1989.

3.3 Section 89 of the Education and Inspections Act 2006:

3.3.1 Determination by head teacher of behaviour policy

(1) The head teacher of a relevant school must determine measures to be taken with a view to—

- (a) Promoting, among pupils, self-discipline and proper regard for authority,
- (b) Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- (c) Securing that the standard of behaviour of pupils is acceptable,
- (d) Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) Otherwise regulating the conduct of pupils.

(2) The measures determined by the head teacher under subsection (1) must be publicised by him/ her in the form of a written document as follows—

- (a) He/ she must make the measures generally known within the school and to parents of registered pupils at the school, and
- (b) He/ she must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

4 Aims and objectives

4.1 Bullying and abuse is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which bullying/ abuse is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. This policy aims to produce a consistent school response to any bullying incidents that may occur.

4.2 We aim to make all those connected with the school aware of our opposition to abuse, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

5 The role of governors

5.1 The governing body supports the headteacher in all attempts to eliminate bullying/ abuse from our school. The governing body will not condone any bullying/ abuse at all in our school, and any incidents of bullying/ abuse that do occur will be taken very seriously, and dealt with appropriately.

5.2 The governing body monitors incidents of bullying/ abuse that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying/ abuse, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

5.3 A parent who is dissatisfied with the way the school has dealt with a bullying/ abuse incident can ask the chair of governors to look into the matter. The governing body responds within ten working days to any request from a parent to investigate incidents of bullying/ abuse. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

6 The role of the headteacher

- 6.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying/ abuse. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 6.2 All staff have a responsibility to ensure that all children know that bullying/ abuse is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments.
- 6.3 The head teacher sets the school climate of mutual support and praise for success, so making bullying/ abuse less likely. When children feel they are important and belong to a friendly and welcoming school, bullying/ abuse is far less likely to be part of their behaviour.

7 The role of school staff

- 7.1 All staff are responsible for familiarising themselves with the school's policy and implementing it as appropriate. All the staff in our school take all forms of bullying/ abuse seriously, and seek to prevent it from taking place.
- 7.2 Teachers keep their own records of any incidents involving children in their class. If teachers witness an act of what could be perceived to be bullying/ abuse, they will investigate it and report it to the headteacher if appropriate. Teachers and support staff do all they can to support any child who is identified as being bullied/ abused (for example, form a 'circle of friends'). If a child is being bullied/ abused, then, after consultation with the headteacher, the teacher informs the child's parents or carers of all children involved.
- 7.3 An incident will be formally recorded as a child-on-child abuse incident if clear and apparent upset is caused to the child, and/ or the parents have raised the incident as a potential bullying incident and evidence backs up the allegation.
- 7.4 Procedure if any member of staff has been made aware of an incident:
- Deal with the issue immediately and ensure the views of all parties are heard.
 - Investigate the incident as appropriate to ascertain cause, effect and any culpability
 - Liaise with other key staff (MMS, Class Teacher/ TA, Head Teacher, Deputy Head Teacher) to see if this is part of a larger picture of issues between the parties
 - Depending on the severity of the incident:
 - Decide whether it needs to be formally recorded, with parents involved and spoken to
 - Work with the parties involved to put measures in place to mitigate any further issues occurring (this will depend on the nature of the incident)
 - If appropriate, offer counselling and support for the children involved.
 - Take time talking to the child who has done the bullying/ abusing, explaining to them why their action was wrong and how they should change their behaviour in future.
 - Issue sanctions if appropriate.
 - Continue to monitor and make a record of any further or repeated incidents

- Ensure to inform the head teacher/ DHT if a child is repeatedly involved in bullying/ abusive incidents
 - In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.
- 7.5 Teachers will use a range of methods to help prevent bullying/ abuse and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied/ abused children, and to practise the restraint required to avoid lapsing into bullying behaviour. This may often take place during 'Acceptance and Respect' week. Bullying, abuse and harassment will be dealt with explicitly through the curriculum in PSHE following the PSHE scheme of work.
- 7.6 Teachers will:
- Manage behaviour in a way that is seen by the pupils as fair and which models respect for the individual.
 - Remain calm and avoid getting into confrontations with pupils.
 - Keep a watch out for 'loners' who may be vulnerable to bullying/ abuse.
 - If necessary, institute strategies such as 'circle of friends'.
- 8 The role of parents and carers**
- 8.1 Parents and carers who are concerned that their child might be being bullied/ abused, or who suspect that their child may be the perpetrator of bullying/ abuse, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- 8.2 Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- 9 The role of pupils**
- 9.1 Pupils are encouraged to tell anybody they trust if they are being bullied/ abused, and if the bullying/ abuse continues, they must keep on letting people know.
- 9.2 They should:
- Be alert in those places around the school where there is less adult supervision e.g. the playground, the toilets and corridors.
 - Avoid being on their own in unsupervised areas.
 - Not become involved in bullying/ abuse incidents and to be prepared to speak up if they see or hear something they think is unfair. They must understand that as a potential 'bystander' they are condoning the behaviour and bullying/ abuse, even if not directly involved.
 - Provide good role models to younger pupils and support them if bullying/ abuse occurs.
 - If in Year 6, to meet regularly with their 'buddy' at the beginning of the year.
 - Keep parents and carers informed about activities in and out of school.
 - Contact support agencies for help if necessary, e.g. ring Childline.

10 Online abuse and cyber-bullying

We take the threat of online abuse and cyber-bullying very seriously. We recognise that online-bullying can often take a very different form than 'traditional' bullying/ abuse;

often, due to the easy nature of joining in or typing unpleasant things, it is likely that more children will be drawn into incidents as bystanders, or even by adding to the bullying/ abuse. This doesn't necessarily make them a 'bully' but they need to understand the role they may have played in a potential bullying/ abuse issue. Through our Online Safety policy, stringent measures are taken to ensure pupils know how to keep themselves safe online, and know what to do if they experience any form of cyber-bullying/ abuse and the procedures to be followed in school. Whilst the school realises there is little it can do to police the access pupils have online outside of school, we do recognise we have an important part to play in supporting pupils and parents if cases of cyber bullying/ abuse occur. The school communicates regularly with parents concerning their responsibilities in monitoring their children on line and Online Safety is taught explicitly through our ICT/ Computing lessons.

11 Racist Abuse

11.1 The school has adopted the Stephen Lawrence definition of a racist incident: "Any incident which is perceived to be racist by the victim or any other person"

11.2 The following are not acceptable in the school:

- Remarks which are racist or which suggest that one culture is superior to another
- Name calling which refers to an ethnic or cultural characteristic or to a person's appearance or personality
- Remarks which show a lack of tolerance or lack of respect for another person's race, culture, religion, colour, language or appearance.

11.3 All pupils who suffer from any of the above are encouraged to report the incident to the nearest adult who will then pass this on to the Class Teacher/ Year Leader for further action. If any incidents occur during lunchtime then the staff dealing with the incident will report it to the Head Teacher for further action.

11.2 The following guidelines apply:

1. Support the pupil at once and reassure them.
2. Speak to the alleged offender as soon as possible and, if proven, let them know why such behaviour is unacceptable (make notes about the incident and discussions with pupils).
3. Inform the Head Teacher so that the incident is investigated and logged appropriately.
4. The Head Teacher may delegate certain actions to a senior teacher and may ask for the incident to be investigated thoroughly.
5. The Head Teacher will, after determining the outcomes of any investigation, decide on a suitable punishment, removal of privileges, etc. for the offender who should also be asked to apologise to the victim for their actions/behaviour.
6. The Head Teacher will then enter their name into the Racist Incident Log and inform the Year Leader/Class Teacher(s) who will monitor the situation within the classroom
7. All incidents will result in the parents of offending children being contacted to explain what action has been taken and if incidents are repeated then requested to come in and discuss the incidents.
8. In all cases the parents of the victim will be informed of any incident and of the action taken. They should be given the opportunity to come into school to discuss the incident.

9. A total of 3 incidents from the offender may result in the offender being excluded from school.
10. As appropriate Senior Teachers along with the Head Teacher will hold assemblies at which the matter will be discussed and pupils reminded of unacceptable language/behaviour/ actions and the resulting disciplinary action.

12 Monitoring and review

- 12.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.
- 12.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness. Governors will analyse data on bullying incidents looking for patterns of people, places or groups. They will look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

Paul Cross

Head Teacher

Approved at the PPS Committee on 11th March 2026

Appendix A

Procedure for dealing with Bullying

1. Once the behaviour is identified as bullying, the incident should be reported to the Head Teacher or a senior member of staff (year group leader or Deputy Head).
2. Incidents must be investigated thoroughly. The victim and perpetrator should be interviewed separately.
3. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
4. The perpetrator should be spoken to and the reasons why s/he has bullied identified. The perpetrator should be helped to recognise his/her unsociable behaviour and given support if necessary to address that behaviour.
5. The bully needs to understand that their actions must cease immediately and that the situation will be monitored. The school will set up a monitoring system as appropriate to the situation. The school may also consider implementing control systems (e.g. in the playground) that will help the perpetrator and victim manage the situation in future.
6. Parents of both parties should be informed of the incidents and the actions taken. They will also have a part to play in supporting on both sides.
7. On some occasions it may be possible to sit victim and perpetrator down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
8. Regular follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.
9. Serious or prolonged bullying could result in one or more of the following sanctions:
 - writing an explanation or apology for the incident
 - withdrawal of break or lunch time privileges
 - implementation of control measures
 - In extreme cases, an exclusion may be appropriate.
10. A written record should be made of every incident of confirmed on CPOMS, the schools safeguarding management system. The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up.