

Anti-Bullying Policy

Date	Review Date	Coordinator	Nominated Governor
Nov 2024	Nov 2025	Matthew Try	Equality Team
			

Contents

Policy Objectives	2
Introduction	2
Definitions	2
<ul style="list-style-type: none">BullyingChild-on-Child Abuse	2
Types of Bullying	2
<ul style="list-style-type: none">BaitingBanterChild on Child AbuseBullying (including cyberbullying)	3
Types of victims of bullying:	4
School Ethos	5
Responding to Bullying Concerns	5
Supporting Individuals	6
<ul style="list-style-type: none">Pupils who have been bulliedSupporting AdultsAdults who have been bullied or affectedAdults who have perpetrated the bullying	7
Preventing Bullying Environment	7
Policy and Support	8
Education and Training	8
Involvement of Pupils	8
Involvement and Liaison with Parents and Carers	9
INDEX of terms	9

Policy Objectives

- This policy outlines what Hillcrest Primary School will do to prevent and tackle all forms of bullying and Child on Child abuse.
- The policy has been adopted with the involvement of the whole school community including pupils, governors and parents.
- Hillcrest Primary School is committed to developing an anti-bullying culture where the bullying of children, young people or adults is not tolerated in any form.

Introduction

- **Hillcrest Primary recognises that bullying can happen anywhere, despite everyone's best efforts.** We commit to acknowledging when bullying is taking place and dealing with it swiftly and effectively. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
- **Hillcrest Primary School acknowledges that bullying is a form of Child-on-Child abuse, as set out in Keeping Children Safe in Education 2024.**
- Hillcrest Primary School champions the idea that all school stakeholders have the power, and responsibility, to stand against bullying in all its forms.

Definitions

- **Bullying:** "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" (Preventing and tackling bullying Advice for headteachers, staff and governing bodies, DfE July 2017)
- **Child-on-Child Abuse:** Inappropriate behaviours between children that are abusive in nature including physical, sexual, or emotional abuse, exploitation, sexual harassment, all forms of bullying, coercive control, hazing/initiation rituals between children and young people, both on and offline (including that which is within intimate personal relationships). (Keeping Children safe in Education, DfE 2024)

Types of Bullying

- **Baiting** can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.
- **Banter** The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying. **Hillcrest Primary School does not accept banter as an acceptable practise. Incidents, despite the intention, will not be tolerated.**

Types of Banter

- **Friendly Banter-** There's no intention to hurt and everyone knows its limits
- **Ignorant Banter-** Crosses the line with no intention to hurt, will often say sorry.
- **Malicious Banter-** Done to humiliate a person-often in public

- **Child on Child Abuse** All staff should be aware that children can abuse other children (often referred to as Child on Child abuse). This is most likely to include, but may not be limited to:
- **Bullying (including cyberbullying)**

★ When responding to cyberbullying concerns, the school will:

- **Act as soon as an incident has been reported** or identified.
- **Provide appropriate support** for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- **Encourage the person being bullied to keep any evidence** (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to **identify the person responsible**. This may include:
 - looking at use of the school systems
 - identifying and interviewing possible witnesses
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.

Provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- advising those targeted **not to retaliate or reply**.
 - providing advice on **blocking or removing** people from contact lists.
 - helping those involved to consider and **manage any private information** they may have in the public domain.
- **Physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - **Sexual violence**, such as rape, assault by penetration and sexual assault;
 - **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse. It is essential that all staff understand the importance of challenging inappropriate behaviours between Children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it;
 - **Sharing of nude and semi-nude images and/or videos** (previously known as Sexting or youth produced sexual imagery); **and initiation/hazing type violence and rituals.**

- **Upskirting**, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

We will challenge and respond to any concerns related to the above.

Types of victims of bullying:

- **Successful**
Individuals who are good at what they do might get bullied. Children may be bullied because they get a lot of positive attention from their peers and from adults. Bullies target these students because they either feel inferior or they worry that their abilities are being overshadowed by the target's abilities. As a result, they bully these children hoping to make them feel insecure as well as to make others doubt their abilities.
- **Intelligent, Determined, Creative**
At school, these students go that extra mile on schoolwork. Or they learn very quickly and move through projects and assignments faster than other students. For instance, gifted students are often targeted for excelling in school. Bullies usually single them out because they are jealous of this attention.
- **Vulnerable**
Children who are introverted, anxious, or submissive are more likely to be bullied than kids who are extroverted and assertive.
- **Isolated**
Many victims of bullying tend to have fewer friends than children who do not experience bullying. They may be rejected by their peers, excluded from social events, and may even spend lunch and break times alone.
- **Popular**
Sometimes bullies target popular or well-liked children because of the threat they pose to the bully.
- **Distinctive Physical Appearance**
Almost any type of physical characteristic that is different or unique can attract the attention of bullies. It may be that the victim is short, tall, thin, or obese. They might wear glasses or have acne, a large nose, or ears that stick out.
- **Illness or Disability**
Bullies may target special needs children. This can include children who have autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, Down syndrome, or any condition that sets them apart. When this happens, the bullies show a lack of empathy or are making jokes at another person's expense.
- **Different Sexual Orientation**
If left unchecked, prejudicial bullying can result in serious hate crimes. As a result, it is essential that lesbian, gay, bisexual, and transgender (LGBT) students be given a solid support network in order to keep them safe.
- **Religious or Cultural Beliefs**
Bullying based on different religious beliefs usually stems from a lack of understanding as well as a lack of tolerance for believing something different.
- **Different Race**

It happens with all races and in all directions. No race is exempt from being bullied, and no race is exempt from having bullies. Just like with religious bullying, these students are singled out for no other reason than the fact that they're different.

School Ethos

- **Hillcrest Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.**
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.
- Our Community:
 - Understands the importance of challenging inappropriate behaviours between children.
 - Monitors and reviews our anti-bullying policy and practice on a regular basis.
 - Supports staff to promote positive relationships to help prevent bullying.
 - Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
 - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
 - Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
 - Requires all members of the community to work with the school to uphold the anti-bullying policy.
 - Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
 - Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
 - Seeks to learn from good anti-bullying practice elsewhere.
 - Utilises support from the Local Authority and other relevant organisations when appropriate.

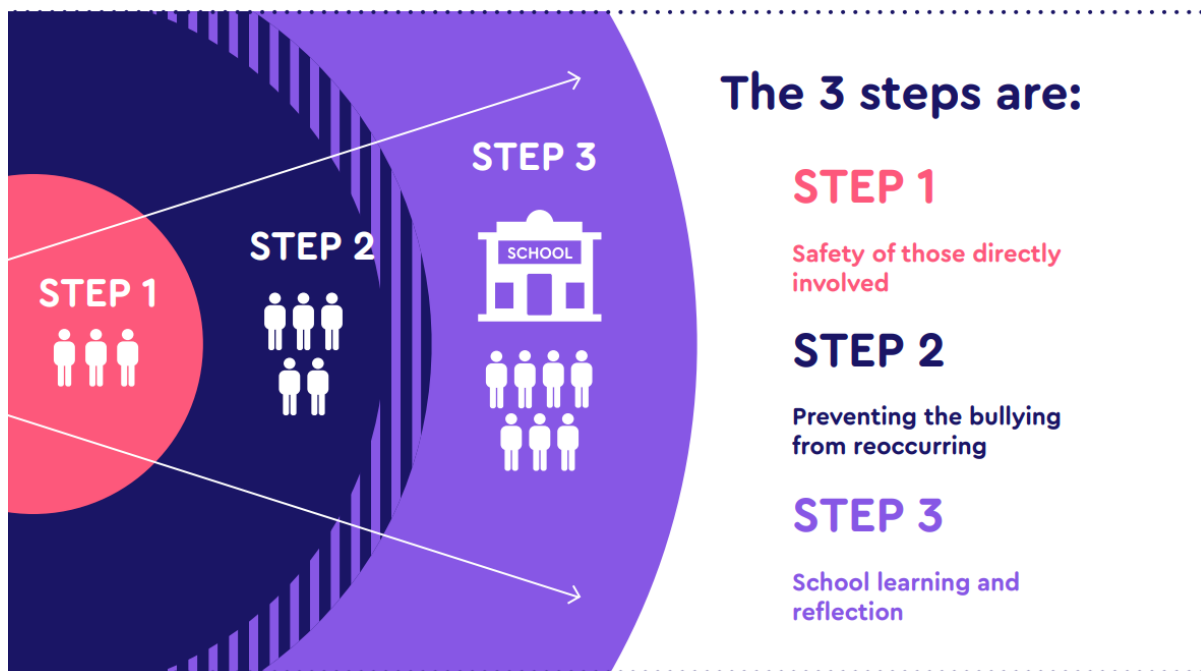
Responding to Bullying Concerns

The school encourages pupils and parents/carers to contact the class teacher in the first instance. However, should a very serious concern arise, or things are not improving, please contact one of the following dedicated Anti-Bullying members of staff:

- Mr Try – Headteacher- head@hillcrest.norfolk.sch.uk
 - Mrs White- Acting Deputy Head & SENDCO- sendco@hillcrest.norfolk.sch.uk
 - Mr Martin – Acting Deputy Head – dmartin@hillcrest.norfolk.sch.uk
-
- The following steps will be taken when dealing with any incidents of bullying reported to the school:
 - If bullying is suspected or reported, the incident will be **dealt with immediately** by the member of staff who has been approached or witnessed the concern.
 - The school will **provide appropriate support for the person being bullied** – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
 - The **DSL will be informed of all bullying concerns**, especially where there may be safeguarding issues.
 - The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will **interview all parties involved**.
 - A **clear and precise account of bullying incidents will be recorded** by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

- The school will speak with and **inform other staff members**, where appropriate.
- The school will **ensure parents/carers are kept informed** about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Appropriate **sanctions and support**, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, **other agencies may be consulted** or involved, for example the police if a criminal offence has been committed, or Children Services or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

The school utilises the United Against Bullying 3 Step Response Model to underpin the above points and is outlined below.



Supporting Individuals

- Pupils who have been bullied **will be supported by:**
 - **Reassuring the pupil** and providing immediate pastoral support.
 - Offering an **immediate opportunity to discuss the experience** with their teacher, the DSL, or a member of staff of their choice.
 - Being advised to **keep a record of the bullying** as evidence and discuss how to respond to any further concerns.
 - Working towards **restoring self-esteem and confidence**.
 - **Providing ongoing support**. This may include working and speaking with staff, offering formal therapeutic support, engaging with parents and carers. It could also include specific measures to support victims such as transport, closer supervision and dedicated safe spaces.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or support through the Children and Young People's Mental Health Service (CYPMHS) or The Swan Project.
- Pupils who have perpetrated bullying **will be helped by:**
 - Discussing what happened, establishing the concern and the need to change.
 - Informing parents/carers to help change the attitude and behaviour of the child.
 - Providing appropriate education and support regarding their behaviour or actions.

- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include:
 - official warnings
 - detentions/internal exclusions
 - removal of privileges (including online access when encountering cyberbullying concerns)
 - in extreme or repeated cases, fixed-term or permanent exclusions.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

- Supporting Adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected **will be supported by:**

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying **will be helped by:**

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Preventing Bullying Environment

- The whole school community will:
 - **Create and support an inclusive environment** which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - **Recognise that bullying can be perpetrated or experienced by any member of the community**, including adults and children (Child on Child abuse).
 - Recognise the potential for **children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted** by bullying and will implement additional pastoral support as required.
 - Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.

- **Openly discuss differences between people** that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- **Challenge practice and language (including 'banter')** which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to **use technology, especially mobile phones and social media, positively and responsibly.**
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively **create "safe spaces"** for vulnerable children and young people.
- Celebrate success and achievements to **promote and build a positive school ethos.**

Policy and Support

- The whole school community will:
 - Provide a **range of approaches for pupils, staff and parents/carers to access support and report concerns.**
 - **Regularly update and evaluate our practice** to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
 - Take appropriate, **proportionate and reasonable action**, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
 - Implement **appropriate disciplinary sanctions**; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
 - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

- The school community will:
 - Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
 - Consider a range of opportunities and approaches for **addressing bullying throughout the curriculum** and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
 - Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
 - **Ensure anti-bullying has a high profile** throughout the year, reinforced through key opportunities such as anti-bullying week
 - Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

Involvement of Pupils

- We will:
 - o **Involve pupils in policy writing and decision making**, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying. This policy was written with the involvement of all Key Stage 2 children following a series of workshops. SEE APPENDIX Below.
 - o Regularly **canvas pupils' views** on the extent and nature of bullying.
 - o Ensure that **all pupils know how to express worries** and anxieties about bullying.

- o Ensure that **all pupils are aware of the range of sanctions** which may be applied against those engaging in bullying.
- o **Involve pupils in anti-bullying campaigns** in schools and embedded messages in the wider school curriculum.
- o **Utilise pupil voice** in providing pupil led education and support
- o Publicise the **details of internal support**, as well as external helplines and websites.
- o **Offer support** to pupils who have been bullied and to those who are bullying to address the problems they have.

Involvement and Liaison with Parents and Carers

- We will:

- **Take steps to involve parents and carers** in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
 - Make sure that **key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers** in a variety of formats, including via the school website.
 - Ensure **all parents/carers know who to contact** if they are worried about bullying and where to access independent advice.
 - Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
 - **Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.**
 - Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

- **INDEX of terms**

Definitions.....	1	Child on Child Abuse	2
Bullying.....	1	Physical abuse	2
Child-on-Child Abuse	1	Sexual harassment	2
Education and Training	7	Sexual violence.....	2
Introduction	1	Sharing of nude and semi-nude images and/or	
Involvement and Liaison with Parents and Carers	7	videos	2
Involvement of Pupils	7	Upskirting	3
Policy and Support	6	Types of victims of bullying:.....	3
Policy Objectives	1		
Preventing Bullying Environment	6		
Responding to Bullying Concerns	4		
School Ethos.....	4		
Supporting Individuals	5		
Adults who have been bullied or affected.....	5		
Adults who have perpetrated the bullying	6		
Pupils who have been bullied	5		
Pupils who have perpetrated bullying	5		
Supporting Adults	5		
Types of Bullying	1		
Baiting	1		
Banter.....	1		
Bullying (including cyberbullying)	2		



Growing together.....achieving together

- **What do we do if we are BULLIED?** A series of scenarios (UNICEF resources), shared with the children in each class collectively deciding on the right course of action. Data shows that the vast majority of pupils know the correct way of dealing with a bully.

Question 1: You are walking to school and a gang of bullies demand money or your trainers. What should you do?		
a. Fight them	b. Shout and try to run away	c. Give them what they want, and tell your teacher and parents.
11%	11%	78%
Question 2: You are on the school playground and someone accidentally trips you up. What should you do?		
a. Hit the person hard.	b. Give them a chance to apologise.	c. Shout at them and tell the teacher they deliberately hurt you.
0%	100%	0%
Question 3: You are in the school toilet when an older student punches you. You ask them to stop and that you will tell a teacher. The older student tells you not to do anything or "You'll get worse." What should you do?		
a. Wait until the bully leaves and then tell a teacher.	b. Get into a fight with them.	c. Accept what happened and don't tell.
100%	0%	0%
Question 4: A gang of bullies corner you and start hitting you. What do you do?		
a. Do nothing. Just take it.	b. Shout for attention and run away.	c. Fight back.
0%	100%	0%
Question 5: Someone in your class is always making rude comments about you and says them loud enough for you and others to hear. It really upsets you. What do you do?		
a. Get angry and punch the bully.	b. Make nasty remarks back.	c. Try not to react to the comments and tell the teacher.
0%	0%	100%
Question 6: A group of your former "best" friends start to leave you out of their games. This hurts your feelings and makes you very upset. What should you do?		
a. Try to find a new group of friends.	b. Telephone a member of the group to ask them why they are doing this. Tell your parents.	c. Do both A and B.
33%	0%	67%
Question 7: Your friend's dad recently died and some kids are making hurtful comments to your friend. How do you act?		
a. Come to your friend's defence and tell them to stop it.	b. Leave your friend to sort out their own problems.	c. Ignore it. It will stop eventually.
100%	0%	0%
Question 8: You are getting your food in the lunch room and someone yells out a rude comment at you. It is the first time this has happened. How should you respond?		
a. Yell back.	b. Ignore it for now but if it happens again tell a teacher.	c. Knock their lunch tray over.
0%	100%	0%
Question 9: You see someone being bullied. What should you do?		
a. Get help or try to stop the bully yourself – but only if you won't get hurt.	b. Ignore it, walk by and be thankful it isn't you.	c. Laugh at the bully's victims in the hope that the bully won't pick on you next time.
100%	0%	0%



Growing together.....achieving together

- o **What is a Bully?** Collective class work, discussing what a bully feels inside and the actions they carry out.

The posters are as follows:

- Pluto 12.01.2022:** Shows a figure with feelings like 'lonely', 'worried', 'insecure', 'unhappy', 'sad', 'afraid', and 'nervous'. Actions include 'chasing you', 'staying nearby', 'pulling your hair', and 'laughing at you'.
- MERCURY 12.01.2022:** Shows a figure with feelings like 'worried', 'jealous', 'angry', 'frustrated', and 'confused'. Actions include 'calling people names', 'kick on purpose', 'tripping someone up on purpose', and 'hitting someone so that they really are hurt'.
- Saturn 12-1-22:** Shows a figure with feelings like 'frustrated', 'lonely', 'insecure', 'depressed', 'stressed', 'unhappy', and 'angry'. Actions include 'mocking', 'Push/hurp', 'annoy', and 'pull hair'.
- Year 6 Earth class:** Shows a figure with feelings like 'frustrated', 'lonely', 'insecure', 'depressed', 'stressed', 'unhappy', and 'angry'. Actions include 'shouting', 'call people ugly names', and 'right'.
- VENUS CLASS 12.01.22:** Shows a figure with feelings like 'sad', 'jealous', 'fearful', 'nervous', 'worried', 'confused', and 'angry'. Actions include 'Call names', 'Complex abuse', 'Physically hurt', 'Scare', 'Push people', 'Punch', 'Kick', 'Blatant', 'Scare people', and 'Take advantage of'.



Growing together.....achieving together

- **Does Bullying Happen at Hillcrest?** Collective class work on discussing where and how bullying happens in our school, alongside how the pupils think it can be stopped.



Does bullying happen at Hillcrest?

This Form is to gather YOUR viewpoint on bullying at Hillcrest. We want to know:
 What is bullying?
 Do you think bullying happens at Hillcrest?
 How does bullying happen at Hillcrest?
 How could we stop bullying from happening at Hillcrest?

- 3. Working as a class, come up with a definition for what bullying is. Enter it here:
- 12
- Responses

ID	Name	Responses
1	anonymous	Bullying is when somebody is being unkind to you and it happens over and over again even when you've asked them many times to stop.
2	anonymous	We think bullying is when somebody is persistently unkind to another person. This could be through words, emotions or physically. This could be also viewed as discrimination.
3	anonymous	Bullying is when a person or group of people repetitively hurt you mentally or physically over a period of time.
4	anonymous	Bullying is being repeatedly unkind to someone. This can be physical or mental. Unkind behaviour escalates to bullying when they do not stop even after asking them to.
5	anonymous	Bullying can be a group or an individual who is repeatedly being mean / hurting others physically / mentally making the person being bullied experience negative emotions.



ID	Name	Responses
6	anonymous	Bullying is when a group or individual abuses another group or individual, mentally or physically, repeatedly over time. This can be in person or remotely using device, website or social media platform.
7	anonymous	Repetitive targeting in a negative way towards one or more people.
8	anonymous	When someone is purposefully unkind to you over and over again.
9	anonymous	being mean to someone on purpose
10	anonymous	Being unkind to someone and making them sad constantly, it keeps happening.
11	anonymous	Bullying is when someone hurts you inside or out, over and over again
12	anonymous	Bullying is something that occurs more than once from the same person, that hurts them emotionally and / or physically.

repetitively hurt hurt you mentally abuses another group
 unkind to another person
 person or group time **person** unkind hurts them emotionally
 repeatedly being mean
 negative emotions group or individual people Bullying can be a group
 hurts you inside Unkind behaviour mentally making

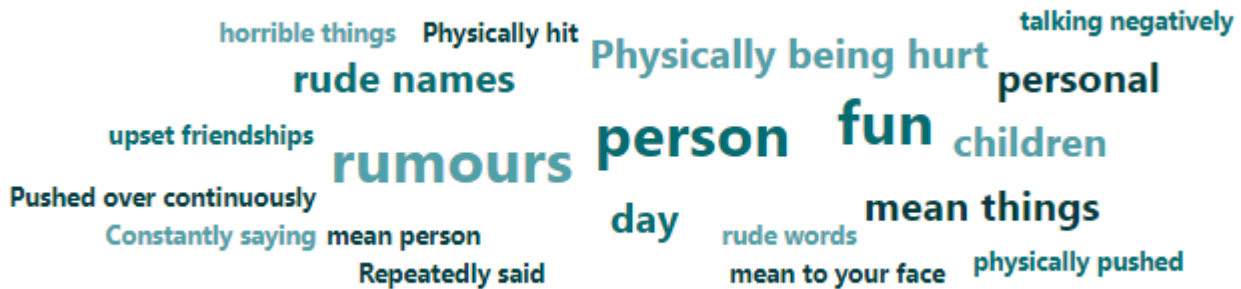


Growing together.....achieving together

As a class, come up with a consensus. Does bullying happen at Hillcrest?

[More Details](#)

- Yes, it is happening to *everyo...* 0
- Yes, it is happening to *some p...* 1
- Yes, it is happening to *a few p...* 10
- No, it *doesn't happen at all* 1



6. As a class, come up with some ways that bullies get away with this nasty behaviour. How do they get away with it? Please number each point (in no particular order).

12

Responses

ID	Name	Responses
1	anonymous	1. If the person doesn't tell an adult. 2. Threaten you. 3. Lie and say they didn't do anything. 4. Black mail.
2	anonymous	1. Being too scared to tell on them. 2. They lie and say they didn't do it. 3. They had the control over the situation. 4. They blame others. 5. They get others to back them up and are sneaky. 6. They can threaten you not to tell.



ID	Name	Responses
3	anonymous	<p>Threatening to make things worse if you tell. The bully denies what has been said about them. The bully blames the victim when they get questioned by an adult. Punishments aren't enough or appropriate to stop them. Makes up a different story so they don't get in trouble. Bullies get their friends to cover for them/vouch for them. Make excuses for why they do it. Bullies do the bullying when they can't be seen and act friendly when they can be seen. Bully walks away from the scene. Bully claims it was accidental. Bully says it was just a game and they accidentally took it too far.</p>
4	anonymous	<p>1. Bullying out of sight from adults 2. Lie to people 3. Out of school time when teachers can't help instantly 4. Threaten 5. Big group of people to cover up 6. Teacher does not do anything 7. Bully does not react to sanctions 8. Manipulate situations (blame other people/ remove messages or evidence) 9. Controlling behaviour of those around them</p>
5	anonymous	<p>1) Lying about it - pleading innocence 2) So the person being bullied NOT wanting to tell the adult because the bullying would get worse 3) Too scared to tell off the bully because they've threatened you 4) The bully would do something to the person, and then run to the teacher and say the bullied person did it to them 5) Group of bullies would "stick together" and outnumber the person telling the truth 6) Bribe to not tell the teacher 7) Blackmail using secrets 8) Bully acts as if they didn't know what was happening 9) Witnessing siding with the bully 10) When the teacher's not looking - believing someone over somebody else.</p>
6	anonymous	<p>1) If the true story is minimized when confronted 2) If teachers don't listen to all sides when looking into bullying 3) Bullies can often lie and make themselves seem like the victim 4) When the victim over-reacts to the bully and ends up getting in trouble themselves for something worse than the bully has done 5) When the bully and their friends won't speak of what they have done 6) The bully may have a group that lies to protect them 7) The bully tries to cover their actions by blaming someone else or covering up what they have done</p>
7	anonymous	<p>- The victim is too scared to tell anybody. - The bully lying about it. - The victim does not want to 'make a big deal about it' in case it makes the situation worse. - Bully pretends to be the victim. - Others lying for the bully to hide the behaviour.</p>



ID	Name	Responses
8	anonymous	1. Blaming the victim 2. make sure they are out of earshot or sight of adults 3. deny doing it 4. they tell you not to say anything or you will get bullied more
9	anonymous	1. I did not want to tell anyone 2. I did not tell anyone because I didn't want to them to be more horrible to me 3. too sad to tell anyone
10	anonymous	1. Run away 2. Tell lies, say they didn't do it 3. Tell you not to say anything 4. The person getting bullied doesn't tell an adult 5. Turn it on you, say it is your fault when the adult asks about it
11	anonymous	They run away or They lie
12	anonymous	* They tell the victim that if they tell a teacher or adult that they will get them again. * If they tell the teacher / adult, they will just deny it. * They (the bully) act differently in front of the adult, like they are innocent. *The bully can sometimes turn their negative behaviour on the victim, so that it appears that they are the one who *is in the wrong. *The main bully will pass the buck onto the other partying bullies, so that they are then not in trouble themselves.

Bullies do the bullying

Bully pretends

main bully **adult bully**

lie Bully says
Bully walks

Group of bullies

Bullies get their friends



7. How could the school help to stop more bullying from happening? What would YOU like to see happen? Please number each point (in no particular order).

12

Responses

ID	Name	Responses
1	anonymous	1. More teachers out at break. 2. Tougher steps, missed breaks.
2	anonymous	1. Teachers to listen and to understand how children are feeling. 2. In the playground a place to go. 3. To watch for it carefully at playtimes. 4. Give help the bully too! 5. Set up a bullying box and really make sure it is used!
3	anonymous	1. After school punishment. 2. Posters to make it high profile. 3. Make sure all adults take it seriously. 4. Bullying prefects out on the playground/field. 5. More CCTV 6. More severe punishment (maybe a Step 4, losing Merits, parental involvement). 7. Hillcrest to make sure that the atmosphere and the ethos is friendly, secure, comforting and all encompassing. 8. Lunchtime club with Mrs Perillo. 9. More adults on the playground and around school to monitor.
4	anonymous	1. More surveillance 2. Teachers can do more 3. A more severe 'step' 4. Thorough investigation into situation 5. Teachers watching playtime more closely
5	anonymous	1) Signage 2) Logging incidents 3) No bullying posters 4) More serious punishment than step 3 - no break times 5) Trusted witness - for each group/class/friendship circle 6) Trusted adult who can be talked to on the daily mile - giving advice and support 7) Designated teacher to tell if bullying is happening 8) Using empathy 9) Counsellor to keep talking to
6	anonymous	1) An online reporting system where the victim can report what has happened to teachers and management privately. 2) A bully box, where the victim puts a note that they are being bullied. Other children are trained to help them/advise them. If this doesn't help, then teachers get involved. 3) Put posters up to pressurize bullies into not acting 4) Give stronger punishments to bullies 5) A bullying panic button for chn to press in the playground 6) Restorative work with the bully to try to solve/heal the problem 7) Victims be able to speak with head teacher so the bully's family is informed. 8) Monitor bullies by CCTV 9) Give the bullies support when they are found out so they can deal



ID	Name	Responses
		with their problems 10) Make an anger book available to bullies 11) Have someone or a book available to act as a well-being journal for both bully and victim.
7	anonymous	- Earth believe Mr Frost is brilliant at seeing the truth so he could be used to help. - Have some kind of club or place that victims can go to, to talk. - Have a bench or buddy system where you can go and speak to somebody. - A place that you can go to, to take your anger out if needed. - Have a group of people (mix of children and adults) to act as a jury when sorting out bullying issues.
8	anonymous	1. Pay more attention to what is going on within the class/playground to notice bullying 2. Bigger consequences for bullying (more than a step 3) 3. more adults on the playground at break times 4. more supervision of certain children 5. different consequences for bullies - removing rewards
9	anonymous	1. help bullies feel happy not sad so they are not mean to people 2. help bullies feel not angry
10	anonymous	1. Children telling teachers more often if it is happening to them 2. Say if you think it is happening to someone else 3. Teach everyone why bullying is bad (Assembly about it)
11	anonymous	Being stricter with our step system More posters around school A safe, calm room to go to at break time or at lunchtime
12	anonymous	* Adults monitoring social times more, to help stop / prevent bullying scenarios from happening. * Should be more adult supervision during games at break times. * Have pupil monitors - keep an eye on the other children, be able to offer support to the victims of bullyish behaviour. * Increase surveillance around the site.

Headteacher:		Date:	
Finance Committee:		Date:	



Growing together.....achieving together